

REPORT
OF THE
PROCEEDINGS OF THE
THIRTY-FIFTH MEETING OF THE
CONVENTION
OF
AMERICAN INSTRUCTORS OF THE DEAF

THE CENTENNIAL CONVENTION

JUNE 17 TO 22, 1951

MISSOURI SCHOOL FOR THE DEAF

1851-1951

FULTON, MISSOURI

CONVENTION THEME
"A Century of Progress—What of the Future?"



OCTOBER 11 (legislative day, OCTOBER 1), 1951.—Referred to the
Committee on Rules and Administration

UNITED STATES
GOVERNMENT PRINTING OFFICE

SENATE RESOLUTION NO. 265

REPORTED BY MR. HAYDEN

IN THE SENATE OF THE UNITED STATES,
January 24 (legislative day Jan. 10), 1952.

Ordered, That the report of the proceedings of the thirty-fifth meeting of the Convention of American Instructors of the Deaf, held at Fulton, Mo., June 17 to 22, 1951, be printed with illustrations as a Senate document.

Attest:

LESLIE L. BIFFLE, *Secretary.*

LETTER OF TRANSMITTAL

COLUMBIA INSTITUTION FOR THE DEAF,
Washington, D. C., October 8, 1951.

To the Congress of the United States:

In accordance with the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, I have the honor to submit the proceedings of the thirty-fifth meeting of the convention, held at Fulton, Mo., June 17-22, inclusive, 1951.

I have the honor to be, very respectfully, your obedient servant.

ALBERT W. ATWOOD, *President.*

Hon. Alben W. Barkley,
President of the Senate.

Hon. Sam Rayburn,
Speaker of the House.

LETTER OF SUBMITTAL

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

ALBERT W. ATWOOD, M. A., LL. D.,
*President, Board of Directors, Columbia Institution for the Deaf,
Washington, D. C.*

DEAR SIR: In accordance with section 4 of the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, a report is to be made to Congress, through the president of the Columbia Institution for the Deaf, at Washington, D. C., of "such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf."

In agreement with the above request, I have the honor to submit herewith a comprehensive report containing such papers and addresses as may be of special interest or of historic value, all of which were presented at the thirty-fifth meeting, held at the Missouri School for the Deaf, Fulton, Mo., June 17-22, 1951, inclusive.

May I respectfully request that this report be laid before the Congress?

Very truly yours,

THOMAS DILLON,
Secretary, Convention of American Instructors of the Deaf.

FOREWORD

Contained herewith are the complete proceedings of the Thirty-fifth Convention of American Instructors of the Deaf held at Fulton, Mo., June 17 to 22, 1951. The lapse of 10 years since the printing of the last proceedings and the change in editors created some difficulties. However, we feel that the material presented herein will be invaluable to teachers of the deaf and others interested in the welfare of this group.

An attempt has been made to include everything of value which can be reproduced in a written report. A stenotypist kept careful record of all general meetings and papers and summaries were secured from all sectional meetings.

The editor wishes to express his thanks and appreciation to the following people:

To the Honorable Earle C. Clements, Senator from Kentucky, for his interest and assistance in securing the approval of the Committee on Rules and Administration for printing the proceedings as a Government document;

To Dr. Percival Hall, Sr., president emeritus of Columbia Institution for the Deaf, Washington, D. C., for his endless assistance and advice as well as for his personal effort in seeing that proofs from the Government Printing Office were sent to the editor;

To Dr. Odie W. Underhill, treasurer of the convention, for his list of members of the convention as it appears in the early pages of this report;

To Mr. Albert B. Davis, stenotypist of Jefferson City, Mo., for his attention to detail and his record of all that transpired in the general meetings; and

To Mr. Guy Ives, of the Secretary of the Senate's office, for his patience and consideration during the correction of proof and the printing and binding of the proceedings.

Respectfully submitted.

WILLIAM J. MCCLURE,
Editor, Thirty-fifth Proceedings.

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ACT OF INCORPORATION

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Edward M. Gallaudet, of Washington, in the District of Columbia; Francis D. Clarke, of Flint, in the State of Michigan; S. Tefft Walker, of Jacksonville, in the State of Illinois; James L. Smith, of Faribault, in the State of Minnesota; Sarah Fuller, of Boston, in the State of Massachusetts; David C. Dudley, of Colorado Springs, in the State of Colorado; and John R. Dobyns, of Jackson, in the State of Mississippi, officers and members of the Convention of American Instructors of the Deaf, and their associates and successors, be, and they are hereby, incorporated and made a body politic and corporate in the District of Columbia, by the name of the "Convention of American Instructors of the Deaf," for the promotion of the education of the deaf on the broadest, most advanced, and practical lines, and by that name it may sue, plead, and be impleaded, in any court of law or equity, and may use and have a common seal and change the same at pleasure.

SEC. 2. That the said corporation shall have the power to take and hold personal estate and such real estate as shall be necessary and proper for the promotion of the educational and benevolent purposes of said corporation, which shall not be divided among the members of the corporation, but shall descend to their successors for the promotion of the objects aforesaid.

SEC. 3. That said corporation shall have a constitution and regulations or bylaws and shall have the power to amend the same at pleasure: *Provided*, That such constitution and regulations or bylaws do not conflict with the laws of the United States or of any State.

SEC. 4. That said association may hold its meetings in such places as said incorporators shall determine and shall report to Congress, through the President of the Columbia Institution for the Deaf and Dumb at Washington, D. C., such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf.

Approved, January 26, 1897.

MEETINGS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

- First—New York, N. Y., August 28-30, 1850.
 Second—Hartford, Conn., August 27-29, 1851.
 Third—Columbus, Ohio, August 10-12, 1853.
 Fourth—Staunton, Va., August 13-15, 1856.
 Fifth—Jacksonville, Ill., August 10-12, 1858.
 Sixth—Washington, D. C., May 12-16, 1868. (Also called the "First Conference of Superintendents and Principals of American Schools for the Deaf.")
 Seventh—Indianapolis, Ind., August 24-26, 1870.
 Eighth—Belleville, Ontario, July 15-20, 1874.
 Ninth—Columbus, Ohio, August 17-22, 1878.
 Tenth—Jacksonville, Ill., August 26-30, 1882.
 Eleventh—Berkeley, Calif., July 15-23, 1886.
 Twelfth—New York, N. Y., August 23-27, 1890.
 Thirteenth—Chicago, Ill., July 17, 19, 21, 24, 1893.
 Fourteenth—Flint, Mich., July 2-8, 1895.
 Fifteenth—Columbus, Ohio, July 28-August 2, 1898.
 Sixteenth—Buffalo, N. Y., July 2-8, 1901.
 Seventeenth—Morganton, N. C., July 8-13, 1905.
 Eighteenth—Ogden, Utah, July 4-10, 1908.
 Nineteenth—Delavan, Wis., July 6-13, 1911.
 Twentieth—Staunton, Va., June 25-July 3, 1914.
 Twenty-first—Hartford, Conn., June 29-July 3, 1917.
 Twenty-second—Mount Airy, Pa., June 28-July 3, 1920.
 Twenty-third—Belleville, Ontario, June 25-30, 1923.
 Twenty-fourth—Council Bluffs, Iowa, June 29-July 4, 1925.
 Twenty-fifth—Columbus, Ohio, June 27-July 1, 1927.
 Twenty-sixth—Faribault, Minn., June 17-21, 1929.
 Twenty-seventh—Winnipeg, Manitoba, June 22-26, 1931.
 Twenty-eighth—West Trenton, N. J., June 18-23, 1933.
 Twenty-ninth—Jacksonville, Ill., June 17-21, 1935.
 Thirtieth—New York, N. Y., June 20-25, 1937.
 Thirty-first—Berkeley, Calif., June 18-23, 1939.
 Thirty-second—Fulton, Mo., June 23-27, 1941.
 Thirty-third—St. Augustine, Fla., June 16-20, 1947.
 Thirty-fourth—Jacksonville, Ill., June 19-24, 1949.
 Thirty-fifth—Fulton, Mo., June 17-22, 1951.

LIST OF PRESIDENTS

- | | |
|---|---|
| 1. Christopher Morgan | 21-23. Percival Hall, District of Columbia |
| 2. Thomas Day, Connecticut | 24. Newton F. Walker, South Carolina |
| 3. John W. Andrews, Ohio | 25. John W. Jones, Ohio |
| 4. James H. Skinner, Virginia | 26. Frank M. Driggs, Utah |
| 5. Rev. J. M. Sturtevant | 27. Elbert A. Gruver, Pennsylvania |
| 6. Harvey P. Peet, New York | 28. Thomas S. McAloney, Colorado |
| 7. Rev. Collins Stone, Connecticut | 29. Alvin E. Pope, New Jersey |
| 8. W. W. Turner, Connecticut | 30. Harris Taylor, New York |
| 9. Rev. Dr. A. L. Chapin | 31. Ignatius Bjorlee, Maryland |
| 10. Edward Miner Gallaudet, District of Columbia | 32. Elwood A. Stevenson, California |
| 11. Philip G. Gillett, Illinois | 33. Clarence J. Settles, Florida |
| 12. Warring Wilkinson, California | 34. Leonard M. Elstad, District of Columbia |
| 13. Philip G. Gillett, Illinois | 35. Mrs. H. T. Poore (Ethel A.), Tennessee |
| 14. Wesley O. Connor, Georgia | |
| 15-20. Edward Miner Gallaudet, District of Columbia | |

OFFICERS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF (1951-53), STANDING EXECUTIVE COMMITTEE, AND OTHER STANDING COMMITTEES

OFFICERS

President.—Daniel T. Cloud, M. A., L. H. D., superintendent, Illinois School for the Deaf, Jacksonville, Ill.

First vice president.—Truman L. Ingle, LL.D., superintendent, Missouri School for the Deaf, Fulton, Mo.

Second vice president.—Elizabeth Benson, M. A., LL. B., professor, Gallaudet College, Washington, D. C.

Secretary.—Thomas Dillon, M. A., principal, New Mexico School for the Deaf, Santa Fe, N. Mex.

Treasurer.—Odie W. Underhill, M. A., Pd. D., principal vocational department, North Carolina School for the Deaf, Morganton, N. C.

DIRECTORS

(The directors, with the officers, form the standing executive committee)

Ethel A. Poore, B. A., L. H. D., superintendent, Tennessee School for the Deaf, Knoxville, Tenn.

Mrs. Evelyn Stahlem, M. A., principal, Mary E. Bennett School, Los Angeles, Calif.

James H. Galloway, M. A., superintendent, Rochester School for the Deaf, Rochester, N. Y.

SECTION COMMITTEE LEADERS

Art.—Mrs. Grace Bilger, Kansas School, Olathe, Kans.

Auricular training and rhythm.—Lloyd Graunke, Illinois School, Jacksonville, Ill.

Curriculum content.—Herschel R. Ward, Tennessee School, Knoxville, Tenn.

Day schools.—John F. Grace, Gallaudet Day School, St. Louis, Mo.

Deaf teachers.—Thomas A. Ulmer, Oregon School, Salem, Oreg.

Health and physical education.—James Dey, New Jersey School, West Trenton, N. J.

Preschool and kindergarten.—Eleanor Vorce, Lexington School, New York City.

Research.—Dr. Helmer R. Myklebust, Northwestern University, Evanston, Ill.

Speech.—Bessie Pugh, Florida School, St. Augustine, Fla.

Supervision.—Lloyd A. Ambrosen, Minnesota School, Faribault, Minn.

Visual education.—June E. Newkirk, Arizona School, Tucson, Ariz.

Vocational training.—Carl E. Rankin, North Carolina School, Morganton, N. C.

Publication.—Powrie V. Doctor, Gallaudet College, Washington, D. C.

OFFICERS OF THE CONVENTION, 1949-51

President.—Ethel A. Poore, B. A., L. H. D., superintendent, Tennessee School for the Deaf, Knoxville, Tenn.

First vice president.—Daniel T. Cloud, M. A., L. H. D., superintendent, Illinois School for the Deaf, Jacksonville, Ill.

Second vice president.—Mrs. Maureen H. Snider, teacher, Arkansas School for the Deaf, Little Rock, Ark.

Secretary.—Thomas Dillon, M. A., principal, New Mexico School for the Deaf, Santa Fe, N. Mex.

Treasurer.—Odie W. Underhill, M. A., Pd. D., principal vocational department, North Carolina School for the Deaf, Morganton, N. C.

DIRECTORS

(The directors, with the officers, form the standing executive committee)

Leonard M. Elstad, M. A., LL. D., president, Gallaudet College, Washington, D. C.

Miss Harriet F. McLaughlin, M. A., principal, Junior High School 47, New York City.

Boyd E. Nelson, M. A., superintendent, Utah School for the Deaf, Ogden, Utah.

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LIFE MEMBER

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MEMBERS

Abbot, Mrs. Carrie Lou, Austin, Tex.
 Abernathy, Dr. Edward, Columbus, Ohio
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 Adams, Godfrey, Santa Fe, N. Mex.
 Adams, Letha B., Sulphur, Okla.
 Adamson, Mrs. Frances, Fulton, Mo.
 Adcock, Mrs. Hal, Little Rock, Ark.
 Akin, Conley, Knoxville, Tenn.
 Akin, Mrs. Lucy, Knoxville, Tenn.
 Aldrup, Mrs. Frances E., Omaha, Nebr.
 Alexander, Mrs. Iva E., Morganton, N. C.
 Allen, Dena, Faribault, Minn.
 Allen, Faye, Faribault, Minn.
 Allen, Imogene, St. Augustine, Fla.
 Ambrosen, Lloyd A., Faribault, Minn.
 Ames, Margaret E., West Hartford, Conn.
 Anderson, Mrs. Effie W., Berkeley, Calif.
 Anderson, Olga, Devils Lake, N. Dak.
 Anderson, Ruby, Fulton, Mo.
 Andrews, Mrs. Alice K., Omaha, Nebr.
 Andrews, Francis M., Overlea, Md.
 Anita, Sister Rose, Buffalo, N. Y.
 Argenbright, F. A., Staunton, Va.
 Arline, Mrs. Paul, Talladega, Ala.
 Armstrong, Laura, Tucson, Ariz.
 Armstrong, Mabel C., Vancouver, Wash.
 Arnold, Geraldine, Romney, W. Va.
 Arnold, Mrs. Julia L., Santa Fe, N. Mex.
 Arnold, Susan B., Romney, W. Va.
 Asbury, Emily, Talladega, Ala.
 Atcheson, Thelma, Santa Fe, N. Mex.
 Athy, Hazel, Little Rock, Ark.
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 Ayers, Willis, Olathe, Kans.
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 Backstrom, Lewis A., Faribault, Minn.
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 Bailey, Mrs. Emily B., Morganton, N. C.
 Bainbridge, Mrs. Marie, Buffalo, N. Y.
 Baldwin, Blanche D., Rochester, N. Y.
 Baldwin, Mrs. Vera T., Baton Rouge, La.
 Baldyga, Mrs. Alice, West Hartford, Conn.
 Baker, F. Leon, Staunton, Va.
 Bardes, Archer P., Talladega, Ala.
 Bardes, Mrs. Archer P., Talladega, Ala.
 Barkell, Mrs. Mildred, Santa Fe, N. Mex.
 Barber, E. Carl, Morganton, N. C.
 Barkes, Alice E., Indianapolis, Ind.
 Barnes, Mrs. Marjorie, Fulton, Mo.
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 Barron, Mrs. Lena, Baton Rouge, La.
 Bass, R. Ammon, Staunton, Va.
 Bass, Mrs. Mary Scott, Staunton, Va.
 Batchelder, Edith G., Austin, Tex.
 Bates, Mrs. Josephine H., Danville, Ky.
 Battle, Louise, Raleigh, N. C.
 Baynes, Harry L., Talladega, Ala.
 Baynes, Mrs. Harry L., Talladega, Ala.
 Baxter, Charles, Berkeley, Calif.
 Beard, Audra, Austin, Tex.
 Beard, Fred, Baton Rouge, La.
 Beauchamp, J. B., Danville, Ky.
 Beem, Margaret M., St. Augustine, Fla.
 Behrens, James H., Frederick, Md.
 Behrens, Mamie, Frederick, Md.
 Beitel, Betty Jo, Austin, Tex.
 Belchee, Louise, Staunton, Va.
 Belew, J. Paul, Knoxville, Tenn.
 Belk, Dorothy C., Talladega, Ala.
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 Bennett, Josephine, New York, N. Y.
 Bennett, Mrs. Kathryn N., Frederick, Md.
 Benson, Elizabeth E., Washington, D. C.
 Benson, Miss Mary Alice, Frederick, Md.
 Berg, L. E., Council Bluffs, Iowa
 Berliner, Samuel L., Newark, N. J.
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 Bierie, Mrs. Elsie M., Flint, Mich.
 Bigler, Charles, Olathe, Kans.
 Bilger, Mrs. Race, Olathe, Kans.
 Binkley, Robert E., Baton Rouge, La.
 Bird, Mrs. Helen, Santa Fe, N. Mex.
 Bird, Mrs. Martha, Washington, D. C.
 Bird, Paul C., Washington, D. C.
 Birdsall, Mrs. Della, Jacksonville, Ill.
 Birmingham, Patricia, Buffalo, N. Y.
 Bishop, June, Olathe, Kans.
 Bjorlee, Ignatius, Frederick, Md.
 Black, Mrs. Louise C., Staunton, Va.
 Blackburn, Mrs. Earline, Austin, Tex.

- Blackburn, Nancy C., Staunton, Va.
 Blackburn, William, Austin, Tex.
 Blanchard, M. S., Montreal, Quebec, Canada
 Blazier, Rosemary, Jacksonville, Ill.
 Blue, John R., Romney, W. Va.
 Boatner, Edmund B., West Hartford, Conn.
 Boatwright, John T., Jacksonville, Ill.
 Boggs, Iva M., Indianapolis, Ind.
 Bolen, Dora Emmons, Jacksonville, Ill.
 Bolinger, Chas. E., Romney, W. Va.
 Bolton, Blanche, Overlea, Baltimore, Md.
 Boren, Carol, Olathe, Kans.
 Born, Emily, Detroit, Mich.
 Borrell, Mrs. T. S., Pittsburgh, Pa.
 Bossarte, Alfred C., Jacksonville, Ill.
 Bouchard, Mrs. Eunice, West Hartford, Conn.
 Bouchard, Joseph, West Hartford, Conn.
 Bouteiller, Mrs. Lucy W., West Hartford, Conn.
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 Bowyer, Emma Lucile, Flint, Mich.
 Boyer, Grace, Santa Cruz, Calif.
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 Braddock, Mrs. Estella M., Staunton, Va.
 Bradford, C. A., White Plains, N. Y.
 Bradford, Donald, Santa Fe, N. Mex.
 Bradford, W. L., Baton Rouge, La.
 Bradley, Troy, Little Rock, Ark.
 Brady, Mrs. Dorothy F., Cave Spring, Ga.
 Brady, Jack, Cave Spring, Ga.
 Braham, Mrs. Blanche, Fulton, Mo.
 Brannon, Doris, Cave Spring, Ga.
 Breakly, Margaret, Burlington, Calif.
 Brewer, Mrs. Mary Virginia, Jacksonville, Ill.
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 Brill, Richard, Riverside, Calif.
 Brill, Tobias, West Trenton, N. J.
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 Brown, A. L., Colorado Springs, Colo.
 Brown, Mrs. Earle W., Fulton, Mo.
 Brown, Mrs. Erna D., White Plains, N. Y.
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 Brown, Robert, Jackson, Miss.
 Broz, June, Buffalo, N. Y.
 Bruce, Lula Mae, Danville, Ky.
 Bruce, M. Ethel, St. Augustine, Fla.
 Bruce, Mrs. Wellington, Danville, Ky.
 Bruner, Martha, Talladega, Ala.
 Bruns, William T., Austin, Tex.
 Bryan, Dr. John Edwards, Talladega, Ala.
 Bryan, Mrs. Lucile, Baton Rouge, La.
 Buchanan, White Plains, N. Y.
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 Bumann, Edmund F., St. Augustine, Fla.
 Burch, A. B., Baton Rouge, La.
 Burdett, Kenneth C., Ogden, Utah
 Burdette, Mrs. Fay, Olathe, Kans.
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 Burke, Rosemary A., Pittsburgh, Pa.
 Burnet, Eugenia, St. Augustine, Fla.
 Burns, Margaret E., Berkeley, Calif.
 Burns, Byron B., Berkeley, Calif.
 Burns, Mrs. Gladys, Devils Lake, N. Dak.
 Burns, Louis, Devils Lake, N. Dak.
 Burton, Mrs. Otis R., Talladega, Ala.
 Burstein, Gerald, Faribault, Minn.
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 Butler, Gwendol D., Austin, Tex.
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 Calhoun, Mrs. Asa, Little Rock, Ark.
 Calhoun, Roy, Little Rock, Ark.
 Callan, Myrtle Hornsby, Austin, Tex.
 Calvin, Mrs. Lucy Etta.
 Camenisch, Emily, Rome, N. Y.
 Caple, John L., Cave Spring, Ga.
 Capron, Lillian, Austin, Tex.
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 Carmichael, Minne M., Knoxville, Tenn.
 Carney, Edward C., St. Augustine, Fla.
 Carpenter, Mrs. Gladys, Cave Spring, Ga.
 Carr, Agnes H., Jacksonville, Ill.
 Carr, Josephine, Council Bluffs, Iowa.
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 Carter, Mark, Olathe, Kans.
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 Casey, Mrs. Pauline N., Cave Spring, Ga.
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 Christian, H. T., Omaha, Nebr.
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 Clark, Mrs. Clarence E., Talladega, Ala.
 Clark, Eugene F., Austin, Tex.
 Clark, Mrs. Hilda L., Rochester, N. Y.
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 Clark, Wayne A., Jacksonville, Ill.
 Clarke, Gordon W., West Hartford, Conn.
 Clarke, Mrs. Ruth R., West Hartford, Conn.
 Clary, Mrs. Margaret, Sulphur, Okla.
 Clatterbuck, Marvin B., Salem, Oreg.

- Clayton, F. A., Omaha, Nebr.
 Clayton, Thompson B., Washington, D. C.
 Clements, Edward E., Jacksonville, Ill.
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 Cloud, Daniel T., Jacksonville, Ill.
 Coats, D. Dewey, Fulton, Mo.
 Cobb, Ellen B., West Hartford, Conn.
 Coffman, Opal T., Faribault, Minn.
 Coleman, Mary M., Rochester, N. Y.
 Coleman, Sara Lee, Danville, Ky.
 Colburn, Mrs. Evelyn, Talladega, Ala.
 Colley, Flossie, Sulphur, Okla.
 Condon, Helene Callicotte, West Trenton, N. J.
 Connell, Anna L., Staunton, Va.
 Conrad, Mrs. Mary P., Baton Rouge, La.
 Constantia, Sister M., Buffalo, N. Y.
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 Cook, Mrs. Annie L., Pittsburgh, Pa.
 Cook, Mrs. Lenore, Staunton, Va.
 Coretti, Marie, Overlea, Baltimore, Md.
 Corfield, Mrs. Barbara, Berkeley, Calif.
 Coriale, Rose L., Indianapolis, Ind.
 Cornell, Louise, White Plains, N. Y.
 Corrington, Marguerite, Jacksonville, Ill.
 Corwin, Mrs. Louise, Fulton, Mo.
 Cott, Daniel Van, West Hartford, Conn.
 Courrage, Armand S., Baton Rouge, La.
 Courrage, Mrs. Sydney, Baton Rouge, La.
 Cover, C. L., Jr., Little Rock, Ark.
 Cowan, Ella, Little Rock, Ark.
 Cox, Mrs. Edna, Little Rock, Ark.
 Cozart, Mazine, Kansas City, Mo.
 Craig, Sam B., Pittsburgh, Pa.
 Craig, Mrs. Sunshine, Austin, Tex.
 Crampton, Mildred, West Trenton, N. J.
 Cress, Hazel, Jacksonville, Ill.
 Cress, Milford, Jacksonville, Ill.
 Crews, Mrs. Maude, Baton Rouge, La.
 Crossett, Mrs. Joe, Rochester, N. Y.
 Crockett, M. H., Raleigh, N. C.
 Crockett, Claire, Austin, Tex.
 Crow, Arthur D., Little Rock, Ark.
 Crosby, Mrs. Lilly R., Staunton, Va.
 Crowe, Mrs. Rebecca S., Cave Spring, Ga.
 Crutchfield, Ralph P., Staunton, Va.
 Cubley, Mrs. Charlotte, Rome, N. Y.
 Culbreath, Cleo, Austin, Tex.
 Cunningham, Frank B., Belleville, Ontario, Canada.
 Cunningham, Mrs. Leslie, Danville, Ky.
 Curchin, Ames, Rochester, N. Y.
 Cutler, Mrs. Martha, Danville, Ky.
 Curtis, Marie, Baton Rouge, La.
 Cuscaden, Nellie, Omaha, Nebr.
 Dacy, Edward L., Jr., Newark, N. J.
 Dahl, Erna, Council Bluffs, Iowa.
 Daly, Katherine B., Belleville, Ontario, Canada.
 Daniels, Belinda, Jacksonville, Ill.
 Daniels, Margaret E., Washington, D. C.
 Danner, Mrs. Irene, Sulphur, Okla.
 Darbo, Arne, Collegedale, Tenn.
 Davidowitz, David, White Plains, N. Y.
 Davies, George H., Sulphur, Okla.
 Davis, Eldon M., Muskegee, Okla.
 Davis, Fannie Belle, Little Rock, Ark.
 Davis, Mrs. Frances E., Morganton, N. C.
 Davis, Martha, Talladega, Ala.
 Davis, Richard O., Fulton, Mo.
 Davis, Robert Lee, Austin, Tex.
 Davis, W. Robinson, Fulton, Mo.
 Day, Mrs. Catherine, Knoxville, Tenn.
 Day, Elizabeth, Faribault, Minn.
 DeArman, Louise, Little Rock, Ark.
 DeArmans, Mildred, Little Rock, Ark.
 DeRungs, Elizabeth, Sioux Falls, S. Dak.
 Deaver, Myra, Fulton, Mo.
 Dedrick, Ruth Van Male, West Hartford, Conn.
 Deems, Eva Rankin, Spartanburg, S. C.
 Delavan, David A., Madison, Wis.
 DeLozier, Alberta, Knoxville, Tenn.
 Denis, Taras B., Talladega, Ala.
 Detweiler, Mrs. S. A., Council Bluffs, Iowa.
 DeVenny, Charles F., Jackson, Miss.
 DeWitt, Mrs. Jessie R., Rochester, N. Y.
 DeWitt, Mrs. Marion, Jacksonville, Ill.
 Dezelan, Mrs. Carrie W., Morganton, N. C.
 Dial, Helen, Jacksonville, Ill.
 Dickman, Eileen, New York, N. Y.
 Dickerson, Mrs. Arline Reed, Spartanburg, S. C.
 Dillard, Connor, Cave Spring, Ga.
 Dillon, Mrs. Florence, Santa Fe, N. Mex.
 Dillon, Thomas, Santa Fe, N. Mex.
 Dobson, Chester C., Sr., Washington D. C.
 Doctor, Powrie, Washington, D. C.
 Dolphin, Doris A., Rochester, N. Y.
 Domich, Harold, Fulton, Mo.
 Donovan, Margaret, Jacksonville, Ill.
 Doolin, Evelyn M., Indianapolis, Ind.
 Dorman, Mrs. Mary Lou, Santa Fe, N. Mex.
 Douglas, Albert W., Austin, Tex.
 Drisdale, Mrs. Iva, Baton Rouge, La.
 Dunlap, Mrs. Reba C., Staunton, Va.
 Dunn, Mrs. Giles M., West Hartford, Conn.
 Dunn, I. S., Jacksonville, Ill.
 Dunn, Perl L., Little Rock, Ark.
 Dunn, Rue L., Little Rock, Ark.
 Dunn, Ruth, Austin, Tex.
 Durian, Walter G., West Hartford, Conn.
 Dziuba, Joanne, St. Augustine, Fla.
 Eads, Mrs. Frances, Little Rock, Ark.
 Eastman, Mrs. Markie, Austin, Tex.
 Eder, Martha, Buffalo, N. Y.
 Edmunds, Henry C., Knoxville, Tenn.
 Ehrgott, John, White Plains, N. Y.
 Elliott, Edwina, Rochester, N. Y.
 Elliott, Mrs. Ida Donald, Colorado Springs, Colo.
 Elliott, Mabel M., Frederick, Md.

- Elliott, Mrs. Sarah, Rochester, N. Y.
 Ellison, Frances, Romney, W. Va.
 Ellis, Charles A., Sioux Falls, S. Dak.
 Ellis, Mrs. Corline W., Faribault, Minn.
 Ellis, Evan J., Faribault, Minn.
 Elmassian, Nazelle, Berkeley, Calif.
 Elmer, L. A., Knoxville, Tenn.
 Elstad, Dr. Leonard M., Washington, D. C.
 Elting, Mrs. Julia T., White Plains, N. Y.
 Ely, Nathan C., West Hartford, Conn.
 Ensley, Anne, Akron, Ohio
 English, Mrs. Iva, Staunton, Va.
 Epperson, Virgil, Vancouver, Wash.
 Esterline, A. C., Valencia, Pa.
 Evans, Mrs. Blanche, Olathe, Kans.
 Evans, Mrs. D. F., St. Augustine, Fla.
 Evans, Shirley, Belleville, Ontario, Canada.
 Ewing, Canntrill, Danville, Ky.
 Ewing, Mabel, Danville, Ky.
 Falk, C. J., Omaha, Nebr.
 Fandrei, Mimi, Tulsa, Okla.
 Farquhar, G. C., Fulton, Mo.
 Farquhar, Mrs. G. C., Fulton, Mo.
 Farrell, Geraldine, West Hartford, Conn.
 Fauth, Bette L., Austin, Tex.
 Fauth, Edith, Frederick, Md.
 Fauth, Warren W., Austin, Tex.
 Ferguson, Stanley, Olathe, Kans.
 Fincher, Mrs. Mable, Cave Spring, Ga.
 Findley, Otis, Washington, D. C.
 Fink, Thirsa, Faribault, Minn.
 Finley, Mrs. James, Sioux Falls, S. Dak.
 Finn, Betsy A., Providence, R. I.
 Fisher, I. A., Olathe, Kans.
 Fishler, Thomas G., Colorado Springs, Colo.
 Fishler, Mrs. Thomas G., Colorado Springs, Colo.
 Fitts, Mary E., Pittsburgh, Pa.
 Fleming, Mrs. George, Danville, Ky.
 Fleming, Robert G., Jr., Sulphur, Okla.
 Flood, James T., Columbus, Ohio.
 Flower, Warren A., Jacksonville, Ill.
 Foltz, Edward S., Baton Rouge, La.
 Forbes, Mary, Pittsburgh, Pa.
 Forbes, Mrs. Ruth, Cave Spring, Ga.
 Ford, Mrs. Eugenia G., Baton Rouge, La.
 Formwalt, Mrs. Laura, Knoxville, Tenn.
 Fox, Jesse E., Austin, Tex.
 Fox, John James, Austin, Tex.
 Franck, Carlyn, Buffalo, N. Y.
 Franks, Marion, Talladega, Ala.
 Fraser, Mrs. Sarah, Berkeley, Calif.
 Frazier, Joan, Staunton, Va.
 French, Sophie L., Ann Arbor, Mich.
 Freret, Linette, Fulton, Mo.
 Frisch, Frances, Jacksonville, Ill.
 Frisina, Robert, Fulton, Mo.
 Frizzell, Charles, Fulton, Mo.
 Fruewald, Mrs. Elizabeth, Knoxville, Tenn.
 Fry, Mrs. Sarah, Morganton, N. C.
 Fullington, Baronce, Rochester, N. Y.
 Fusfeld, Irving S., Washington, D. C.
 Gaffney, Kathleen, White Plains, N. Y.
 Galligan, Loretta T., Baton Rouge, La.
 Galloway, J. H., Rochester, N. Y.
 Gallimore, Mrs. Helen, Rochester, N. Y.
 Gallimore, Ray, Knoxville, Tenn.
 Galvan, John, Berkeley, Calif.
 Gamboa, Antonio, Sr., Tucson, Ariz.
 Gardiner, Verna, Belleville, Ontario, Canada.
 Gardner, Mrs. Grace S., Pittsburgh, Pa.
 Gardner, Rosalyn, Washington, D. C.
 Garman, Mary Hill, Salem, Oreg.
 Garreston, Mrs. Mervin D., Great Falls, Mont.
 Garretson, Mervin D., Great Falls, Mont.
 Gastman, Carl L., Berkeley, Calif.
 Gay, Mrs. Ruth, Baton Rouge, La.
 Geary, Catherine, New York, N. Y.
 Genetti, Anne, Kalamazoo, Mich.
 George, James, Akron, Ohio.
 Gerber, Harriett, Washington, D. C.
 Gertrude, Sister Rose, Buffalo, N. Y.
 Giangreco, C. Joseph, Jacksonville, Ill.
 Gibbons, Doris, West Hartford, Conn.
 Gilchrist, Mrs. W. S., Talladega, Ala.
 Gilchrist, W. S., Talladega, Ala.
 Gilden, Marie, Pittsburgh, Pa.
 Gill, Mrs. Addie W., Baton Rouge, La.
 Gilligan, Mrs. Elsie Spicer, Vancouver, Wash.
 Glenn, Mrs. May F., Cave Spring, Ga.
 Glenn, Sallie, Fulton, Mo.
 Godfrey, Miriam, Santa Fe, N. Mex.
 Goebel, Mrs. Bertha A., Jacksonville, Ill.
 Goetter, Marie Susan, Omaha, Nebr.
 Goetzinger, Neil, Berkeley, Calif.
 Goins, Lucy, Morganton, N. C.
 Golden, James A., Great Falls, Mont.
 Golladay, Loy E., West Hartford, Conn.
 Golladay, Mrs. R. M., Romney, W. Va.
 Gordon, Anne, Newark, N. J.
 Gordon, Henrietta, New York, N. Y.
 Gose, Mary Brown, Staunton, Va.
 Goudan, William J., Little Rock, Ark.
 Grace, John F., St. Louis, Mo.
 Grace, Mrs. Snow, Talladega, Ala.
 Grace, William F., Talladega, Ala.
 Grady, Mrs. Elizabeth, St. Augustine, Fla.
 Grafinger, Mrs. Nevelyn W., Washington, D. C.
 Grant, Donald, Buffalo, N. Y.
 Grandia, Mrs. June, Brattleboro, Vt.
 Grant, Mary Bell, Indianapolis, Ind.
 Grant, Mrs. Stella, Cave Spring, Ga.
 Graunke, W. Lloyd, Jacksonville, Ill.
 Greenfield, Leonard, St. Augustine, Fla.
 Greenmun, Robert M., Rome, N. Y.
 Greenmun, Mrs. Rosalind R., Rome, N. Y.
 Greer, Mrs. Deanie, Knoxville, Tenn.
 Greever, Mrs. Gaynelle R., Staunton, Va.
 Gremillion, Mrs. Anna B., Baton Rouge, La.

- Gremillion, Harvey, Baton Rouge, La.
 Griffin, Barbara, Rochester, N. Y.
 Griffing, Wendall A., Mrs., Sulphur, Okla.
 Griffing, W. T., Sulphur, Okla.
 Griffith, Mrs. Edra, Faribault, Minn.
 Grinde, Flora, Sioux Falls, S. Dak.
 Groht, Mildred A., New York, N. Y.
 Grosvenor, Flora N., Rochester, N. Y.
 Grow, Charles B., Danville, Ky.
 Grow, William H., St. Augustine, Fla.
 Gruber, Barbara, Berkeley, Calif.
 Gruenhagen, M., Devils Lake, N. Dak.
 Grussing, Florence P., Vancouver, Wash.
 Gruver, Margaret H., Providence, R. I.
 Guenther, Lester, Fulton, Mo.
 Gulick, Mrs. Mabel, Olathe, Kans.
 Gullette, Mrs. Elizabeth B., Austin, Tex.
 Gullion, Edward C., Austin, Tex.
 Guillory, Mrs. Lavera, Baton Rouge, La.
 Gunderson, Rosella, Faribault, Minn.
 Hassler, Augusta C., Colorado Springs, Colo.
 Haines, Margaret K., Romney, W. Va.
 Hajna, Mrs. Regina, Overlea, Baltimore, Md.
 Hale, Mrs. Thelma, Olathe, Kans.
 Hall, L. B., Sulphur, Okla.
 Hall, Jonathan, Washington, D. C.
 Hall, Percival Jr., Washington, D. C.
 Hall, Thomas L., Sulphur, Okla.
 Hallman, Anna, Olathe, Kans.
 Halvorson, Velma E., Faribault, Minn.
 Hammett, Mrs. Louise S., Talladega, Ala.
 Hankins, Mrs. Jessie, Santa Fe, N. Mex.
 Hanson, George E., Faribault, Minn.
 Hansen, Nicolai A., West Trenton, N. J.
 Hamel, Clara A., Rochester, N. Y.
 Hardacker, Hazel E., Rochester, N. Y.
 Haren, Genevieve, Columbus, Ohio.
 Harms, John P., West Trenton, N. J.
 Harms, Mrs. Virginia F., West Trenton, N. J.
 Harner, Zella, Fulton, Mo.
 Harrell, Hattie, Birmingham, Ala.
 Harlow, George W., Philadelphia, Pa.
 Harrington, Vera, Santa Fe, N. Mex.
 Hareson, Mrs., Moreland, Ky.
 Harris, Glenn I., Great Falls, Mont.
 Harris, Frederick, White Plains, N. Y.
 Harrison, Elizabeth, Fulton, Mo.
 Harrison, Lloyd A., Fulton, Mo.
 Harrison, Mrs. Maude A., Austin, Tex.
 Hartl, William F., Devils Lake, N. Dak.
 Hartwig, William, Blue Mound, Ill.
 Hatchett, Mary E., Colorado Springs, Colo.
 Hatfield, Fern, Faribault, Minn.
 Hawkins, Mrs. Edythe V., Romney, W. Va.
 Hawkins, Glenn R., Romney, W. Va.
 Hawkins, Mrs. Ranier R., Pittsburgh, Pa.
 Hawkinson, Ruth, Faribault, Minn.
 Hayenga, Mrs. Bertha S., Irvington, N. J.
 Haynes, John W., Talladega, Ala.
 Hays, Dorothy Helen, Austin, Tex.
 Healy, Joe E., Staunton, Va.
 Healy, Mrs. Mabel, Buffalo, N. Y.
 Heintschel, Barney O., Austin, Tex.
 Heinrichs, Mrs. Eunice L., Cleveland, Ohio.
 Hensley, Jack H., Austin, Tex.
 Haney, Margaret, White Plains, N. Y.
 Hester, Marshall S., Santa Fe, N. Mex.
 Hibbs, Mrs. Nelda H., St. Augustine, Fla.
 Higgins, Francis C., Washington, D. C.
 Highnote, Mrs. Emmalee J., Cave Spring, Ga.
 Hill, Pearl F., Stanford, Ky.
 Hill, Pearl Stratford, Odgen, Utah.
 Hill, William O., Little Rock, Ark.
 Hines, Rudolph C., Romney, W. Va.
 Hoag, Ralph, Rome, N. Y.
 Hobb, Annie Laura, Knoxville, Tenn.
 Hodges, Mrs. Gertrude, Olathe, Kans.
 Hodge, Mrs. H. P., Raleigh, N. C.
 Hoefler, Albertine, Toledo, Ohio.
 Hoffmeister, Alfred J., Rome, N. Y.
 Hoffmeyer, Ben E., Morganton, N. C.
 Hoffmeyer, Claude, Danville, Ky.
 Hofsteater, Howard T., Jacksonville, Ill.
 Hofsteater, Mrs. Marie, Jacksonville, Ill.
 Hogle, Eugene, St. Augustine, Fla.
 Hogle, Mrs. Lily, St. Augustine, Fla.
 Holcomb, Mrs. Marjoriebell, Sioux Falls, S. Dak.
 Holcomb, Roy Kay, Sioux Falls, S. Dak.
 Holland, Bernice E., Flint, Mich.
 Holloman, Mrs. Evelyn, Pittsburgh, Pa.
 Hollingsworth, Clayton H., Cave Spring, Ga.
 Holonya, Edward, Olathe, Kans.
 Holt, C. Jackson, Staunton, Va.
 Honan, Bernardine E., Omaha, Nebr.
 Hopper, Eunice, Jacksonville, Ill.
 Hornsby, Exa, Austin, Tex.
 Hornsby, Leah, Austin, Tex.
 Horton, Mrs. Mozelle K., Morganton, N. C.
 Hosman, Mrs. Mabel, Omaha, Nebr.
 Houchin, Mildred, Frederick, Md.
 Houchins, Mrs. Josephine, Staunton, Va.
 Houston, Mrs. Hattie, Baton Rouge, La.
 Hoyme, Mrs. Martha, Sioux Falls, S. Dak.
 Hoxie, James A., Salem, Oreg.
 Hritz, Mrs. Ann S., Faribault, Minn.
 Hubbard, Mrs. Winifred, Olathe, Kans.
 Hubregsen, Ralph, Buffalo, N. Y.
 Hudson, Mrs. Doris, Knoxville, Tenn.
 Hudson, Mrs. Helen B., St. Augustine, Fla.
 Hudson, Le Nora, Sulphur, Okla.
 Huff, Mrs. Ann H., Baton Rouge, La.
 Huff, Kenneth F., Baton Rouge, La.
 Hughes, Frederick H., Washington D. C.
 Hughes, Lana, Rome, N. Y.

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- Humphreys, Evelyn, St. Louis, Mo.
 Hunter, William S., Vancouver, Wash.
 Hunziker, Byron E., St. Augustine, Fla.
 Hurd, Uel, Olathe, Kans.
 Ihlefelddt, Lorraine, West Hartford, Conn.
 Igleheart, Mrs. Betty, Baton Rouge, La.
 Imboden, Mrs. Jean C., Jacksonville, Ill.
 Ingle, Mrs. Mary Hughes, Fulton, Mo.
 Ingle, Truman L., Fulton, Mo.
 Irvine, Mrs. H. W., Salem, Oreg.
 Irwin, Mrs. Jim C., Cave Spring, Ga.
 Isaacs, Ruth E., Council Bluffs, Iowa
 Jackman, Mrs. Edna, Belleville, Ontario, Canada
 Jackson, Mrs. Helen, Baton Rouge, La.
 Jackson, J. W., Omaha, Nebr.
 Jacobs, Beverly Ann, Jacksonville, Ill.
 Jacobs, Leo M., Berkeley, Calif.
 Jacobs, Margery, Salem, Oreg.
 Jaeger, Gene, Knoxville, Tenn.
 Jayne, Alma C., West Hartford, Conn.
 Jayne, Gladys, Knoxville, Tenn.
 Jendrasiak, Helen, Buffalo, N. Y.
 Jensen, Mrs. Nellie, Vancouver, Wash.
 Jochem, Charles M., West Trenton, N. J.
 Jordan, Edith, Jacksonville, Ill.
 Johnson, Mrs. Alma H., Racine, Wis.
 Johnson, Bess, Des Moines, Iowa
 Johnson, Edwin T., Faribault, Minn.
 Johnson, Mrs. Emma Sollberger, Jacksonville, Ill.
 Johnson, Franc E., Devils Lake, N. Dak.
 Johnson, Mrs. Katherine, Rochester, N. Y.
 Johnson, Lorna R., Rome, N. Y.
 Johnson, Marian, Omaha, Nebr.
 Johnson, William A., Jacksonville, Ill.
 Johnston, Mrs. Ura Mae, Little Rock, Ark.
 Jones, Carrie L., Columbus, Ohio.
 Jones, Dale, Sante Fe, N. Mex.
 Jones, Mrs. Evelyn, Knoxville, Tenn.
 Jones, Mrs. Jessie F., Cave Spring, Ga.
 Jones, Kate Helen, Newark, N. J.
 Jones, Mrs. Lillian, Baton Rouge, La.
 Jones, Margaret E., Rome, N. Y.
 Jones, Uriel C., Knoxville, Tenn.
 Jones, Mrs. Velma, Baton Rouge, La.
 Jung, Florence L., St. Augustine, Fla.
 Justice, Max, Knoxville, Tenn.
 Kannappell, Mary E., Danville, Ky.
 Kaufmann, Dorothy, Jacksonville, Ill.
 Kaull, Carol, Great Falls, Mont.
 Keating, Edith, Jacksonville, Ill.
 Keaver, Helen B., West Trenton, N. J.
 Kelly, Mrs. P. J., Fulton, Mo.
 Kennedy, Mary, Danville, Ky.
 Kennard, Mrs. Marie S., Cave Spring, Ga.
 Kennedy, Eloise, Jacksonville, Ill.
 Kennedy, Paul T., White Plains, N. Y.
 Kennedy, Richard, West Hartford, Conn.
 Kent, Margaret S., Frederick, Md.
 Kepler, M. Adele, Jacksonville, Ill.
 Kerr, Mrs. Edna M., St. Augustine, Fla.
 Kester, Sara E., Staunton, Va.
 Key, Elizabeth B., Pittsburgh, Pa.
 Kiehne, Albert H., White Plains, N. Y.
 Kier, Eugene A., Mount Airy, Philadelphia, Pa.
 Kilcoyne, Catherine, Olathe, Kans.
 Killebrew, Mrs. Louise, Danville, Ky.
 Killorin, Mrs. Adelaide, Staunton, Va.
 King, Mrs. Dorothy, Knoxville, Tenn.
 King, Jane T., St. Augustine, Fla.
 King, Mrs. Nell H., Romney, W. Va.
 King, Willa M., Berkeley, Calif.
 Kinsley, Anna M., Jacksonville, Ill.
 Kinnard, Angie, Lancaster, Ky.
 Kimbro, Katy K., Little Rock, Ark.
 Kirkpatrick, Mrs. Mildred, Sulphur, Okla.
 Kleberg, Marcellus, Frederick, Md.
 Klein, J. A., Detroit, Mich.
 Kline, Thomas, Jacksonville, Ill.
 Knight, Naomi, Fulton, Mo.
 Knight, Maude H., Tucson, Ariz.
 Knight, Mrs. Octavia B., Newport News, Va.
 Knochenmus, Mrs. Reana, Sioux Falls, S. Dak.
 Knox, Mrs. Addie, Morganton, N. C.
 Koeper, Mrs. Jennie T., Rome, N. Y.
 Koob, Ethel, Indianapolis, Ind.
 Kozlar, Stephen W., Fulton, Mo.
 Krallman, Esther D., St. Louis, Mo.
 Kress, Eunice Dinninger, St. Augustine, Fla.
 Kressin, Nelda Mae, Spartanburg, S. C.
 Kroll, Mrs. Gretchen, Buffalo, N. Y.
 Krug, Walter J., Gallaudet College, Washington, D. C.
 Kuster, Amelie D., Omaha, Nebr.
 Kuster, Mabel, Omaha, Nebr.
 Labenske, Alta Hornsby, Austin, Tex.
 Ladner, Emil S., Berkeley, Calif.
 Lamb, Alfred, Fulton, Mo.
 Lane, Richard King, Jacksonville, Ill.
 Landers, Addie L., Portland, Maine
 Lane, Helen, St. Louis, Mo.
 Lane, George M., White Plains, N. Y.
 Lange, Keith, Salem, Oreg.
 Lankford, Mrs. Sibyl, Austin, Tex.
 Larson, Nelle R., Jacksonville, Ill.
 LaRue, Rebecca, Fulton, Mo.
 LaRue, Mary S., Washington, D. C.
 Latham, Gladys, Cave Spring, Ga.
 Laird, Margaret, Des Moines, Iowa
 Laufer, Mrs. Hazel, Rome, N. Y.
 Law, Jennie T., Morganton, N. C.
 Law, Mrs. Margaret, Romney, W. Va.
 Lawing, J. L., Kansas City, Mo.
 Lawler, Mrs. Florence H., Pittsburgh, Pa.
 Lawrence, Mrs. Eleanor H., Newark, N. J.
 Lawrence, C. R., Vancouver, Wash.
 Lauritsen, Mrs. La Reine, Faribault, Minn.
 Lauritsen, Wesley, Faribault, Minn.
 Lee, Alice M., Ogden, Utah
 Lee, Louise C., Wilkinsburg, Pa.

- Lee, Madison J., Danville, Ky.
 Lemme, Mrs. Virginia Q., Jacksonville, Ill.
 Leenhouts, Myron A., Berkeley, Calif.
 Leon, Samuel J., St. Paul St., Rochester, N. Y.
 Levine, Dr. Edna, New York, N. Y.
 Lewellyn, Thomas C., Staunton, Va.
 Lewis, Harland J., Washington, D. C.
 Lewis, Helen, Staunton, Va.
 Lewis, Lucy, Indianapolis, Ind.
 Lewis, Patricia, Buffalo, N. Y.
 Lidstrand, Mrs. Idah K., Omaha, Nebr.
 Leitman, Joseph Q., Edgewood, Pa.
 Lindstrand, Mrs. Harriett, Salem, Oreg.
 Lindstrom, Thure A., Salem, Oreg.
 Lane, Mrs. Mildred, Olathe, Kans.
 Loe, Mrs. Elva F., Washington, D. C.
 Lusk, Alice, Sante Fe, N. Mex.
 Lutz, Martha, Fulton, Mo.
 Lux, Frank T., White Plains, N. Y.
 Lyford, Sylvia, West Hartford, Conn.
 Lyle, Sara Porter, Frederick, Md.
 Lynes, Evelyn, Fulton, Mo.
 Lunch, Mrs. Irene, Great Falls, Mont.
 MacNeal, Dorothy A., Northampton, Mass.
 Maddox, Maxie C., Olathe, Kans.
 Maddox, Mildred, Olathe, Kans.
 Madsen, Agatha, Devils Lake, N. Dak.
 Magner, Marjorie E., Northampton, Mass.
 Mallow, Mrs. Wilda P., Staunton, Va.
 Mancini, Grace, Buffalo, N. Y.
 Mancini, Mary, Buffalo, N. Y.
 Mannen, Grace, Omaha, Nebr.
 Marra, William, Olathe, Kans.
 Marshall, Charles, Jacksonville, Ill.
 Marshall, Catherine, Berkeley, Calif.
 Marshall, Mrs. Emma R., Omaha, Nebr.
 Marshall, E. W., Berkeley, Calif.
 Marshall, Mrs. Margaret DeBose, Danville, Ky.
 Marshall, Zoe, Jacksonville, Ill.
 Martina, Russell, Buffalo, N. Y.
 Martin, Mrs. Carson, Romney, W. Va.
 Martino, Rae, Rome, N. Y.
 Martin, Mrs. Martha, Romney, W. Va.
 Marshall, Marvin, Sioux Falls, S. Dak.
 Matchitt, Marion H., Faribault, Minn.
 Mather, Natalie, Ogden, Utah
 Matthews, Mrs. Emma, Faribault, Minn.
 Maura, Sister, Buffalo, N. Y.
 Mayers, Lewis, Salem, Oreg.
 Maxton, Alice M., Portland, Oreg.
 McArtor, Sheldon E., Berkeley, Calif.
 McCann, Lois, Rome, N. Y.
 McClure, William J., Knoxville, Tenn.
 McCreight, Mrs. Annabelle, Morganton, N. C.
 McCreight, John E., Morganton, N. C.
 McCulloch, Mrs. Evelyn, Knoxville, Tenn.
 McCluny, Mrs. Frances, Danville, Ky.
 McDaniel, Annie, Cave Spring, Ga.
 McDaniel, Mary, Sulphur, Okla.
 McDermott, Julie, Cedar Spring, S. C.
 McDonald, C. E., Vancouver, B. C.
 McDonald, Mrs. Mildred, Baton Rouge, La.
 McDowell, Mrs. Floyd J., Great Falls, Mont.
 McDowell, Floyd J., Great Falls, Mont.
 McElroy, Mrs. Lucy Lee, Fulton, Mo.
 McFarland, Mrs. Margaret K., Fishersville, Va.
 McEriksen, Mrs. Ruby, Great Falls, Mont.
 McGee, Elsie, Olathe, Kans.
 McGill, Dorothy, Vancouver, Wash.
 McIntire, Mrs. Mary Anne, Austin, Tex.
 McIntire, O. L., Austin, Tex.
 McKellar, Margaret, Baltimore, Md.
 McKible, Fred, Brattleboro, Vt.
 McKneely, Mrs. Willie B., Baton Rouge, La.
 McKinley, Ella, Vancouver, Wash.
 McLaughlin, Harriet, New York, N. Y.
 McMillan, Katherine, Talladega, Ala.
 McNulty, Margaret M., Wilmington, Del.
 McPherson, Mrs. George L., Fulton, Mo.
 McPherson, Mrs. Lillian, Knoxville, Tenn.
 McQueen, Mrs. Ruth, Fulton, Mo.
 Medlock, Mrs. Hilda, Little Rock, Ark.
 Mehl, Albert F., Morganton, N. C.
 Mellinger, Miss Anna, Tucson, Ariz.
 Melvin, Marcia, Salem, Oreg.
 Marsden, Robert, Little Rock, Ark.
 Merilla, Arthur M., Morganton, N. C.
 Merklin, Arthur Ralph, Fulton, Mo.
 Mikkelsen, Evalena J., Sulphur, Okla.
 Miles, Lottie J., Knoxville, Tenn.
 Miller, Mrs. Gertrude, Olathe, Kans.
 Miller, June, Kansas City, Mo.
 Miller, Lillian, Spartanburg, S. C.
 Miller, Mabel F., Northampton, Mass.
 Miller, Mary Frances, Morganton, N. C.
 Miller, Ruth D., Tucson, Ariz.
 Minter, Mrs. Miriam B., Cave Spring, Ga.
 Mitchell, Peggy, Austin, Tex.
 Moberly, Mrs. Vering, Olathe, Kans.
 Moll, Mrs. Nettie, Olathe, Kans.
 Monahan, Mrs. L. Dorothy, Trenton, N. J.
 Montgomery, Mrs. Edythe D., Cave Spring, Ga.
 Mariarty, Maurice V., Jacksonville, Ill.
 Morris, Dorothy M., Northampton, Mass.
 Moore, Mrs. Georgia, Knoxville, Tenn.
 Moore, Leander, Knoxville, Tenn.
 Moore, Lucy, Cleveland, Ohio.
 Moore, Ruby, Baton Rouge, La.
 Moore, Mrs. Ruth, Fulton, Mo.
 Mooring, Mrs. Dorothy, Frederick, Md.
 Morgan, Mrs. Mabel M., Tucson, Ariz.
 Mossel, Max, Fulton, Mo.
 Motley, Mrs. Susan H., Fulton, Mo.
 Moursund, Mrs. Geraldine, Austin, Tex.
 Mudgett, David, Jacksonville, Ill.
 Mudgett, Mrs. Grace, Jacksonville, Ill.

- Mulcahy, Grace, Rochester, N. Y.
 Muniga, Irene, Buffalo, N. Y.
 Murphy, Ann, Tucson, Ariz.
 Murphy, Joyce L., Sulphur, Okla.
 Murphy, Rita, Buffalo, N. Y.
 Murray, Mildred, Detroit, Mich.
 Mussman, Madeline, Trenton, N. J.
 Muyskens, Mrs. Thelma, Salem, Oreg.
 Myers, Helen, Berkeley, Calif.
 Myers, Thelma D., Moline, Ill.
 Myers, Mrs. Thelma M., Baton Rouge, La.
 Myklebust, A. S., Sioux Falls, S. Dak.
 Naidich, Mrs. Rosamond, White Plains, N. Y.
 Nash, Lola S., St. Augustine, Fla.
 Neal, Ermine, Knoxville, Tenn.
 Neesam, Beulah Frances, Vancouver, Wash.
 Neesam, Ralph, Berkeley, Calif.
 Nelson, Boyd, Ogden, Utah.
 Nelson, Helen M., Edgewood, Pa.
 Nelson, Irene, Talladega, Ala.
 Neujahr, Mrs. Katherine, Omaha, Nebr.
 Neumann, Mr. Donald, Tucson, Ariz.
 New, Mary C., New York, N. Y.
 Newbrough, Betty Gail, Berkeley, Calif.
 Newhall, Mrs. Evelyn T., West Trenton, N. J.
 Newkirk, June E., Tucson, Ariz.
 Newman, Mrs. Betty, New York, N. Y.
 Newman, Lawrence, New York, N. Y.
 Nichols, Alice G., Rome, N. Y.
 Nies, Mrs. Maud H., White Plains, N. Y.
 Nilson, Roy F., Columbus, Ohio.
 Noble, E. L., Council Bluff, Iowa.
 Nogosek, Thelma, Sulphur, Okla.
 Norris, Mrs. Mamie, Olathe, Kans.
 Norseberg, Elsie, Detroit, Mich.
 Northrop, Helen, Vancouver, Wash.
 Norton, Mrs. Alice A., Little Rock, Ark.
 Norton, Kenneth Walters, Sulphur, Okla.
 Nortz, Naomi, Devils Lake, N. Dak.
 Norwood, Malcolm J., West Hartford, Conn.
 Nowak, Emery F., Jr., Geneva Street, Elgin, Ill.
 Noyes, Alice, Montclair, N. Y.
 Nugent, Nicholas, Rochester, N. Y.
 Nunnelley, Josephine, Danville, Ky.
 Nuss, Nadine E., Tucson, Ariz.
 Nyhus, Helen, Berkeley, Calif.
 Oaks, Marcene, Fairbault, Minn.
 O'Connor, Clarence D., Lexington, N. Y.
 Oehler, Hannah, Pittsburgh, Pa.
 Oehler, Phoebe E., Pittsburgh, Pa.
 Oelschlager, Robert, Fairbault, Minn.
 Offutt, Elizabeth, Indianapolis, Ind.
 Oftedal, Agnes H., Mrs. Washington, D. C.
 O'Halloran, Dorothy, West Hartford, Conn.
 Olney, Pansy, Vancouver, Wash.
 Olsen, Mrs. Frances, Nutley, N. J.
 Olson, John R., Austin, Tex.
 Olson, N. Emelie, St. Augustine, Fla.
 Olson, M. Christine, St. Augustine, Fla.
 Olson, Josephine L., St. Augustine, Fla.
 O'Neill, Veronica, New York, N. Y.
 Orenbaum, Ruth, Dallas, Tex.
 Orman, Doris B., Jacksonville, Ill.
 Orman, James N., Jacksonville, Ill.
 Oxford, John T., Morganton, N. C.
 Padden, Donald A., Washington, D. C.
 Paddon, Fileen, Rochester, N. Y.
 Page, Helen, New York, N. Y.
 Palmer, Mrs. Bernice, Little Rock, Ark.
 Panara, Robert F., Washington, D. C.
 Pancake, Edith, Romney, W. Va.
 Parish, Marline, Knoxville, Tenn.
 Parrish, John W., Talladega, Ala.
 Park, Mrs. W. S., St. Augustine, Fla.
 Parker, Kathleen, Edgewood, Pittsburgh, Pa.
 Parks, Lloyd R., Olathe, Kans.
 Partridge, Margaret J., West Hartford, Conn.
 Patterson, Dorothy, Olathe, Kans.
 Patton, John S., Baton Rouge, La.
 Patton, Miss Livingston, West Hartford, Conn.
 Patrie, Stanley A., Rochester, N. Y.
 Paulus, Norma, Buffalo, N. Y.
 Pearce, Mrs. Mary French, Fulton, Mo.
 Pearre, C. E., Fulton, Mo.
 Pearson, Lucile, Morganton, N. C.
 Pearson, Marie, Morgantown, N. C.
 Peeler, Egbert, Raleigh, N. C.
 Peery, Mrs. Vivian Terry, Sharon Lane, Austin, Tex.
 Peet, Dr. Elizabeth, Washington, D. C.
 Pellicci, Luzio, White Plains, N. Y.
 Pelser, Anne K., West Hartford, Conn.
 Pendell, Mrs. Lucille H., Washington, D. C.
 Penning, Dolores, Sioux Falls, S. Dak.
 Peterson, Arvilla M., Devils Lake, N. Dak.
 Peterson, C. Ann, Berkeley, Calif.
 Peterson, Martha M., Fairbault, Minn.
 Peterson, Mathilda, Fairbault, Minn.
 Peterson, Nich, Omaha, Nebr.
 Petteys, Mrs. Elizabeth H., Fairbault, Minn.
 Phillips, Frances, Upper Montclair, N. J.
 Phillips, I. C., Fulton, Mo.
 Phillips, James Robert, Austin, Tex.
 Phillips, Mrs. Moffett, Richmond, Va.
 Phillips, Richard, Indianapolis, Ind.
 Pickett, Dorothy, Flint, Mich.
 Pierson, J. Ethel, Salem, Oreg.
 Poolman, Betty, Little Rock, Ark.
 Poore, Mrs. H. T., Knoxville, Tenn.
 Pope, A. W., St. Augustine, Fla.
 Popham, Mrs. Bettie, Austin, Tex.
 Popham, Mrs. Lela, Austin, Tex.
 Porter, Van C., Washington, D. C.
 Powell, Mary Gilbert, Spartanburg, S. C.
 Powell, Mrs. Patton, St. Augustine, Fla.

Price, Georgia B., Sulphur, Okla.
 Price, Morgan, Austin, Tex.
 Priebe, Wesley, Tucson, Ariz.
 Proctor, Maggie Neel, St. Augustine, Fla.
 Pruff, Mrs. Dorothy, Berkeley, Calif.
 Propp, George, Omaha, Nebr.
 Puccetti, Frank, Santa Fe, N. Mex.
 Pugh, Bessie, St. Augustine, Fla.
 Purcell, Edythe, Berkeley, Calif.
 Purcell, Mrs. Mabelle, Austin, Tex.
 Quick, Marian, Edgewood, Pittsburgh, Pa.
 Quigley, Howard M., Faribault, Minn.
 Quinn, LeVere Smith, Washington, D. C.
 Quinn, Mrs. Marguerite, Frederick, Md.
 Quinn, Sarah E., Frederick, Md.
 Radcliffe, Edith H., Frederick, Md.
 Ragin, Mary F., White Plains, N. Y.
 Railing, Samuel M., Rochester, N. Y.
 Rakow, J. Pierre, West Hartford, Conn.
 Rakow, Lillian G., West Hartford, Conn.
 Ramger, Harold, Vancouver, Wash.
 Raney, Kate Davis, Omaha, Nebr.
 Randolph, Dr. E. O., Morganton, N. C.
 Rankins, Ada, Great Falls, Mont.
 Rankins, Linnie, Portland, Maine.
 Rapalee, Louise, Rome, N. Y.
 Ravn, Alden C., Staunton, Va.
 Ravn, Irwin, Staunton, Va.
 Raymond, Ollie B., Staunton, Va.
 Reay, Edward, Vancouver, Wash.
 Rebal, Frank, Romney, W. Va.
 Reed, Nell Driggs, Los Angeles, Calif.
 Reed, Hilma, Little Rock, Ark.
 Reeder, Dwight W., Newark, N. J.
 Regina, Sister M., Buffalo, N. Y.
 Reid, Josephine, Fulton, Mo.
 Reidelberger, Henry J., St. Augustine, Fla.
 Reise, Marie, New York, N. Y.
 Reitz, Mrs. Lydia, Olathe, Kans.
 Renner, Mary Lou, Tucson, Ariz.
 Renner, William A., White Plains, N. Y.
 Reynolds, Marjorie, New York, N. Y.
 Reynolds, Mrs. Millicent, Sante Fe, N. Mex.
 Rhodes, Ernest R., Sulphur, Okla.
 Rice, Sudelle, Washington, D. C.
 Richardson, Mrs. Betty, Salem, Oreg.
 Richardson, B., Vancouver, Wash.
 Ridings, Mrs. Augusta, Sante Fe, N. Mex.
 Rinker, Ruth, Rochester, N. Y.
 Riser, Catherine, Talladega, Ala.
 Roach, Mrs. Mildred, Little Rock, Ark.
 Robinson, Mary W., Berkeley, Calif.
 Rockwell, Walter C., West Hartford, Conn.
 Rodrigue, Mrs. Bessie C., Baton Rouge, La.
 Rogers, Barbara E., Jacksonville, Ill.
 Rogers, Will, Austin, Tex.
 Rogerson, Earl C., Tucson, Ariz.
 Roloff, Thelma B., Rochester, N. Y.

Rolshouse, Theresa, Wilksburg, Pa.
 Rosenthal, Mrs. Dora, Cleveland, Ohio.
 Ross, Mrs. Irene B., Morganton, N. C.
 Ross, Mary, Olathe, Kans.
 Rosser, Virginia, St. Louis, Mo.
 Roth, Stanley D., Olathe, Kans.
 Rotha, Morganton, N. C.
 Round, Sally, West Hartford, Conn.
 Royster, James F., Danville, Ky.
 Royston, Russell, Cave Spring, Ga.
 Rupley, Stella, Knoxville, Tenn.
 Russell, Ada Jean, Ogden, Utah.
 Rybak, John, Buffalo, N. Y.
 Sanders, Frank, Fulton, Mo.
 Sanders, Keyes D., Portland, Maine.
 Sanders, Mrs. Lee, Knoxville, Tenn.
 Sanders, Marion P., Portland, Maine.
 Sandin, Mabel A., Fulton, Mo.
 Santarossa, Erna, Indianapolis, Ind.
 Samooore, Mrs. Rhoda, Jacksonville, Ill.
 Sauser, Letitia, Faribault, Minn.
 Savage, Julia W., Portland, Maine.
 Savell, Mrs. Mildred, Buffalo, N. Y.
 Scarvie, Agnes O., Council Bluff, Iowa.
 Scarvie, Norman G., Council Bluff, Iowa.
 Scharmann, Mrs. Gladys, Omaha, Nebr.
 Scherlie, Martha, Devils Lake, N. Dak.
 Schoolfield, Mrs. Ollie, Austin, Tex.
 Schmedt, Mary L., Fulton, Mo.
 Schicker, Mrs. Virginia, Little Rock, Ark.
 Schimmelle, Edward H., Minneapolis, Minn.
 Schoppert, Thelma, Frederick, Md.
 Schornstein, Florence, Trenton, N. J.
 Scouten, Edward L., Washington, D. C.
 Scott, Mary Ellen, Romney, W. Va.
 Scott, Meda L., Romney, W. Va.
 Schumacher, John J., Faribault, Minn.
 Schunhoff, Hugo, Washington, D. C.
 Schweighart, Mrs. Freda, Little Rock, Ark.
 Seal, Albert G., Baton Rouge, La.
 Seal, Mrs. Wilmah, Baton Rouge, La.
 Seeger, Mrs. J. P. Austin, Tex.
 Seeger, J. P. Austin, Tex.
 Seago, Earl B., Austin, Tex.
 Serumgard, Inez, Northampton, Mass.
 Settles, Dr. C. J., St. Augustine, Fla.
 Seymour, Miriam, Vancouver, Wash.
 Shaban, Polly, Indianapolis, Ind.
 Shaner, Mrs. Gladys B., Pittsburgh, Pa.
 Shanholtzer, Mrs. Elfrieda, Romney, W. Va.
 Shannon, Mrs. T. V., Jackson, Miss.
 Sheridan, Donald, Devils Lake, N. Dak.
 Sherrill, Wilson W., Morganton, N. C.
 Shibley, L. C., Arkansas.
 Shinn, Bessie R., Salem, Oreg.
 Shinpaugh, Joe R., Jr., Staunton, Va.
 Shipman, Ernest, Fulton, Mo.
 Shouldiee, Bernice, Seattle, Wash.
 Short, Harriet H. Mrs., Pittsburgh, Pa.
 Siders, Bruce, Flint, Mich.
 Suddall, Frank L., Trenton, N. J.
 Selner, Hubert J., Faribault, Minn.

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- Simmons, Audrey, St. Louis, Mo.
 Simmons, Mrs. S. K., Colorado Springs, Colo.
 Simmus, Ruth L., Renfroe, Ala.
 Sinclair, Mrs. Fiona G., White Plains, N. Y.
 Sinn, Mrs. Myra E., Frederick, Md.
 Sladek, Mary, Santa Fe, N. Mex.
 Slover, Mrs. Helen, Sulphur, Okla.
 Skehan, Mary Florence, Talladega, Ala.
 Smallwood, Dorothy, Morganton, N. C.
 Smith, Mrs. Annette, Salem, Oreg.
 Smith, Dorothy Bowman, Morganton, N. C.
 Smith, Carl F., Devils Lake, N. Dak.
 Smith, Georgina E., Rochester, N. Y.
 Smith, Mrs. Ina, Salem, Oreg.
 Smith, J. M., Knoxville, Tenn.
 Smith, James M., Little Rock, Ark.
 Smith, Mrs. Martha B., Little Rock, Ark.
 Smith, W. Robert, Austin, Tex.
 Smith, Walter, Santa Fe, N. Mex.
 Smith, Mrs. Elizabeth Wade, Austin, Tex.
 Smith, Myrtle R., Columbus, Ohio.
 Smith, Mrs. Patsy, Knoxville, Tenn.
 Snider, Mrs. Harry, Little Rock, Ark.
 Snodgrass, Bernard, Columbus, Ohio.
 Sommer, Clarence E., Faribault, Minn.
 Sommer, Mrs. Elizabeth, Faribault, Minn.
 Sorrells, Elizabeth M., Omaha, Nebr.
 Sorrells, Gertrude, Council Bluffs, Iowa.
 Sparks, Fred L., Rome, N. Y.
 Sparks, Mamie, Talladega, Ala.
 Spear, Mrs. Erma Lee, Knoxville, Tenn.
 Spector, Leon W., Trenton, N. J.
 Sprague, Mrs. Beatrice, Rochester, N. Y.
 Spurling, Virginia, Knoxville, Tenn.
 Spurrier, Mrs. Laura, Berkeley, Calif.
 Stack, Archie, Morganton, N. C.
 Stack, Mrs. Eva Laverne, Baton Rouge, La.
 Stack, Mrs. Florence, Olathe, Kans.
 Stack, Peggy, Olathe, Kans.
 Stack, Mrs. Mary Ann, Vancouver, Wash.
 Stack, Mary I., Detroit, Mich.
 Stackdale, Lois P., St. Augustine, Fla.
 Staehle, Jack M., White Plains, N. Y.
 Stair, Mrs. Dorothy, Knoxville, Tenn.
 Stairrett, Leonard, Knoxville, Tenn.
 Stairrett, Mrs. Louise, Knoxville, Tenn.
 St. Amant, Mrs. Zilphia O., Baton Rouge, La.
 Standley, Mary S., Jacksonville, Ill.
 Stark, James H., Jacksonville, Ill.
 Stark, Martha I., Jacksonville, Ill.
 Starr, Anna, Odgen, Utah.
 Sisters of St. Joseph, Randolph, Mass.
 Stayton, Mrs. Lotta C., Little Rock, Ark.
 Stelle, Roy M., Austin, Tex.
 Stein, Abraham, White Plains, N. Y.
 Stegmerten, Henry J., Baltimore, Md.
 Steinmiller, Ruth, Buffalo, N. Y.
 Stephens, Gladys, Sulphur, Okla.
 Stepp, Mrs. Geverna C., Cave Springs, Ga.
 Sternberg, Martin L., Washington, D. C.
 Sterne, Mrs. Lillian, Knoxville, Tenn.
 Steven, Flora, Buffalo, N. Y.
 Stevens, Clara, Fulton, Mo.
 Stevenson, Elwood A., Berkeley, Calif.
 Stevenson, Joseph W., Frederick, Md.
 Stevenson, Lucretia, Detroit, Mich.
 Stewart, Mrs. Ellen P., Washington, D. C.
 Stahlem, Mrs. Evelyn, Los Angeles, Calif.
 Stokes, Mrs. Edna B., Fulton, Mo.
 Stone, Mary E., Berkeley, Calif.
 Stotts, Joseph, Vancouver, Wash.
 Stout, Mrs. Ruth, Staunton, Va.
 Stout, Gail, Cave Spring, Ga.
 Stovall, Mrs. Mary, Jackson, Miss.
 Struppler, Hazel V., Faribault, Minn.
 Straszewski, Lorraine, Waukegan, Ill.
 Stratton, Virginia M., Staunton, Va.
 Streeter, Helen M., Romney, W. Va.
 Stricklin, Mrs. Christine, Berkeley, Calif.
 Strieby, Mrs. Dorothy, Baton Rouge, La.
 Strieby, Edward L., Baton Rouge, La.
 Strom, Mrs. Eda H., Omaha, Nebr.
 Sturdevant, Mildred P., Baton Rouge, La.
 Sturtevant, Mr. Charles C., Baton Rouge, La.
 Sullivan, Elizabeth, Knoxville, Tenn.
 Sullivan, James, West Hartford, Conn.
 Sullivan, Patricia A., Los Angeles, Calif.
 Sutton, Lee Bertha, Knoxville, Tenn.
 Swain, Gertrude Capron, Hartford, Conn.
 Swain, John, Danville, Ky.
 Swartz, Mrs. Frank, Austin, Tex.
 Sweeney, Margaret, Rome, N. Y.
 Szajna, Helen, Detroit, Mich.
 Szopa, Marie M., West Hartford, Conn.
 Talkington, Roy E., Romney, W. Va.
 Tatarinsky, Jack B., Romney, W. Va.
 Tate, Elizabeth, Jacksonville, Ill.
 Tate, Olen, Talladega, Ala.
 Tate, Mrs. Rachel L., Jackson, Miss.
 Taylor, Evelyn, Knoxville, Tenn.
 Taylor, John, Jacksonville, Ill.
 Taylor, Leonard, Fulton, Mo.
 Taylor, Margaret, West Hartford, Conn.
 Taylor, Mrs. Ruth M., Frederick, Md.
 Taylor, Sam, West Hartford, Conn.
 Taylor, Miss Velda L., Baton Rouge, La.
 TenBroeck, Catherine, Berkeley, Calif.
 Tennis, Mrs. Donaldina, San Francisco, Calif.
 Tennent, D. R., Rochester, N. Y.
 Tempel, Frances, Sioux Falls, S. Dak.
 Temple, Mrs. Sara, East Orange, N. J.
 Thomas, Alyce, Little Rock, Ark.
 Thomas, Johnnie L., Sulphur, Okla.
 Thomas, Sibbie, Sulphur, Okla.
 Thomas, Mrs. Virginia L., Omaha, Nebr.

- Thompson, Mrs. Elizabeth, Jacksonville, Ill.
 Thompson, George H., Baton Rouge, La.
 Thorn, Ferol M., Jacksonville, Ill.
 Thomason, Mrs. Minnie, Knoxville, Tenn.
 Thomason, Mrs. Katherine W., Morganton, N. C.
 Thompson, Clara, Faribault, Minn.
 Thompson, Marthada, Fulton, Mo.
 Thoresen, Anna Betty, Great Falls, Mont.
 Thorenson, Mrs. Margaret, Vancouver, Wash.
 Tillinghast, Caroline, Jacksonville, Ill.
 Tillinghast, E. W., Tucson, Ariz.
 Timney, Mrs. Irene I., Tucson, Ariz.
 Tittsworth, Laura, Berkeley, Calif.
 Tinnin, Helen Mary, Austin, Tex.
 Tisdale, Hope, Austin, Tex.
 Trentham, Milin, Omaha, Nebr.
 Trett, Helen W., Devils Lake, N. Dak.
 Triebert, Raymond, West Hartford, Conn.
 Troub Frances V., West Hartford, Conn.
 Troutman, Mrs. Maude S., Tucson, Ariz.
 Trukken, Elaine, Des Moines, Iowa.
 Truitt, Iva Jewell, Fulton, Mo.
 Tucker, Myrtle, Indianapolis, Ind.
 Tulloston, Ivy M., Duluth, Minn.
 Turley, Mrs. Ethel J., Minneapolis, Minn.
 Turner, C. G., Cave Spring, Ga.
 Turner, Mrs. Mary P., Cave Spring, Ga.
 Turpen, Mrs. Lorette, Devils Lake, N. Dak.
 Turechek, Armin G., Rome, N. Y.
 Turechek, Mrs. Elsie B., Rome, N. Y.
 Tuttle, Mrs. Mary, Morganton, N. C.
 Twitmyer, Edward M., Philadelphia, Pa.
 Uhl, Cora, Rome, N. Y.
 Ulmer, Thomas A., Salem, Oreg.
 Underhill, Odie, Morganton, N. C.
 Van Wyk, Mary K., San Antonio, Tex.
 Vaughn, Winifred, Rome, N. Y.
 Vaught, Mrs. Elizabeth, Danville, Ky.
 Vermillion, Frances F., St. Augustine, Fla.
 Vestal, J. M., Raleigh, N. C.
 Vollette, Mrs. Gertrude E., Austin, Tex.
 Voorhees, Mrs. Mayme, Sante Fe, N. Mex.
 Viviani, Caroline, Rochester, N. Y.
 Wait, Eugene, Knoxville, Tenn.
 Wallace, Mamie, Staunton, Va.
 Wallace, John M., Little Rock, Ark.
 Walker, Mrs. Carease H., Morganton, N. C.
 Walker, Mrs. Elizabeth W., Morganton, N. C.
 Walker, Mrs. Hazel S., Racine, Wis.
 Walker, Isabelle, Washington, D. C.
 Walker, Laurens, Spartanburg, S. C.
 Walker, Newton, F., Spartanburg, S. C.
 Walter, Mrs. Marion D., Omaha, Nebr.
 Walter, Mrs. Vaughan, Omaha, Nebr.
 Walsh, Mrs. Alice, Buffalo, N. Y.
 Wanat, Mrs. Mary, Buffalo, N. Y.
 Ward, Mrs. Erin, Knoxville, Tenn.
 Ward, H. R., Knoxville, Tenn.
 Ward, Virginia, Danville, Ky.
 Ward, Mrs. Sara, Knoxville, Tenn.
 Ware, Mrs. Sarah F., Cave Spring, Ga.
 Ware, J. R., Cave Spring, Ga.
 Warfield, Ethel B., Trenton, N. J.
 Warren, Lawrence R., Baton Rouge, La.
 Warren, Mrs. Mozelle, Austin, Tex.
 Warber, Mrs. Jessie E., Morganton, N. C.
 Wartenberg, Rudolph, Berkeley, Calif.
 Watkins, Mrs. Helen W., Morganton, N. C.
 Weaver, Mrs. Edith, Staunton, Va.
 Weaver, Madeline M., Rochester, N. Y.
 Webb, Erna, Austin, Tex.
 Webster, Adelaide, Rochester, N. Y.
 Wedein, August, Jacksonville, Ill.
 Wells, Mrs. Mabel, Knoxville, Tenn.
 Wells, Mrs. Opal S., Wilkinsburg, Pa.
 Werner, Mrs. Earl, Devils Lake, N. Dak.
 West, Mrs. Hilda, Knoxville, Tenn.
 West, Mrs. Ruth, Knoxville, Tenn.
 Westervelt, Margaret, Columbus, Ohio.
 Wheeler, Nellie, Morganton, N. C.
 White, Ernest B., White Plains, N. Y.
 White, Ronny, Tulsa, Okla.
 Wildt, Gertrude, West Hartford, Conn.
 Wilkins, Clarhelen, Jacksonville, Ill.
 Welkinson, Blanche, Spartanburg, S. C.
 Wilkinson, Donald, Sante Fe, N. Mex.
 Willcoxon, Dorothy Lee, Austin, Tex.
 Williams, Ethel, Austin, Tex.
 Williams, Mrs. Hilda C., Takoma Park, Md.
 Williams, Mrs. Laura, Jackson, Miss.
 Williams, Mary Lee, Austin, Tex.
 Williams, Helen B., Delaware, Wis.
 Williams, Lucile, Austin, Tex.
 Williams, Lucile S., Tucson, Ariz.
 Williamson, Mrs. Kathryn W., Cave Spring, Ga.
 Wise, J. Jack, West Hartford, Conn.
 Willingham, Mrs. Bernardine, Austin, Tex.
 Wilson, Blanche, M., Staunton, Va.
 Wilson, Kenneth L., Jacksonville, Ill.
 Wilson, Lolla, St. Augustine, Fla.
 Wilton, Mrs. Mae M., Baton Rouge, La.
 Wiltse, Mrs. Francis, Romney, W. Va.
 Wiltse, Lyle, Romney, W. Va.
 Winebrenner, G. Arthur, Rome, N. Y.
 Witka, Frank J., Rome, N. Y.
 Wohlestrom, Elvira, Frederick, Md.
 Wolke, Mary, Jacksonville, Ill.
 Wolach, Marvin, Sante Fe, N. Mex.
 Wolf, Mrs. Edna, Berkeley, Calif.
 Wood, Doris, E., Des Moines, Iowa.
 Woodruff, Irvan, Berkeley, Calif.
 Woolslayer, Mary, Danville, Ky.
 Wright, Mrs. Isabella, Salem, Oreg.

Wright, Richard O., Devils Lake, N. Dak.
 Wright, Mrs. Winifred N., Vancouver,
 Wash.
 Wukadinovich, Mrs. Elodie, Sante Fe,
 N. Mex.
 Wukadinovich, Michael, Sante Fe, N.
 Mex.
 Wurtz, Mary J., Indianapolis, Ind.
 Wyckoff, Edith, Salem, Oreg.

Wynne, Mattie K., Staunton, Va.
 Yates, Margaret C., Frederick, Md.
 Youngers, Retta T., Sulphur, Okla.
 Youngers, R. T., Sulphur, Okla.
 Younggren, Darwin C., Great Falls,
 Mont.
 Youngs, Joseph P., Washington, D. C.
 Yowell, Emily C., West Hartford, Conn.

CONSTITUTION OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

ARTICLE I. NAME

This association shall be called the Convention of American Instructors of the Deaf.

ARTICLE II. OBJECTS

The objects of this association shall be:

First. To secure the harmonious union in one organization of all persons actually engaged in educating the deaf in America.

Second. To provide for general and local meetings of such persons from time to time, with a view of affording opportunities for a free interchange of views concerning methods and means of educating the deaf.

Third. To promote by the publication of reports, essays, and other writings, the education of the deaf on the broadest, most advanced, and practical lines, in harmony with the sentiments and practice suggested by the following preamble and resolutions unanimously adopted by the convention in 1886 at a meeting held in Berkeley, Calif.:

"Whereas the experience of many years in the instruction of the deaf has plainly shown that among members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals: It is therefore

Resolved, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action and work at the same time, harmoniously aiming at the attainment of an object common to all.

Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor: *Provided*, That the children who are given to articulation teachers for trial should be given to teachers who are trained for the work, and not to novices, before saying that it is a failure: *And provided*, That a general test be made and that those who are found to have a sufficient hearing to distinguish sound shall be instructed orally."

Fourth. As an association to stand committed to no particular theory, method, or system, and adopting as its guide the following motto: "Any method for good results; all methods, and wedded to none."

ARTICLE III. MEMBERS

SECTION 1. All persons actively engaged in the education of the deaf may enjoy all the rights and privileges of membership in the association on payment of the prescribed fees and agreeing to this constitution.

SEC. 2. Eligibility of applicants is to be determined by the standing executive committee and reported to the convention.

SEC. 3. Any person may become an honorary member of the association, enjoying all the rights and privileges of membership, except those of voting and holding office, on being elected by vote of the association.

SEC. 4. Each person joining the association shall pay an initiation fee of \$2 and annual dues of \$1, but the payment of the initiation fee may be waived by the executive committee.

SEC. 5. There shall be in addition a registration fee of \$1 for each person registered at each regular meeting.

SEC. 6. Any member of the association desiring to commute the annual dues into single payment for life shall be constituted a life member on the payment of \$20.

SEC. 7. Applications for membership must be made to the treasurer, who will receive all membership fees and dues. All privileges of membership are forfeited by the nonpayment of dues.

ARTICLE IV. OFFICERS

SEC. 1. At each general meeting of the association there shall be elected by ballot a president, first vice president, second vice president, secretary, treasurer, and three directors, these eight persons forming the standing executive committee of the convention. They shall continue in office until their successors are elected, and shall have power to fill vacancies occurring in their body between general meetings.

SEC. 2. There shall be elected by ballot at each general meeting of the association nine leaders of committees, as follows: One for a section on supervision, one for a section on preschool and kindergarten, one for speech development, one for auricular training and rhythm, one for curriculum content, one for vocational training and art, one for health and physical education, one for social and character training, and one for a section on publication. Before the adjournment of each general meeting, or immediately thereafter, the leader of each section shall report to the executive committee for confirmation nominations of a chairman and additional members, not to exceed four, to serve on such committee.

SEC. 3. The general management of the affairs of the association shall be in the hands of the standing executive committee, subject to the provisions of such bylaws as the association shall see fit to adopt.

SEC. 4. All officers and members of committees must be active members of the association in regular standing.

SEC. 5. The standing executive committee shall make a full report at each general meeting of all the operations of the association, including receipts and disbursements of funds, since the preceding meeting.

ARTICLE V. MEETINGS

SEC. 1. General meetings of the association shall be held biennially, but the standing executive committee may call other general meetings at their discretion.

SEC. 2. Local meetings may be convened as the standing executive committee and the committees on local meetings shall determine.

SEC. 3. Proxies shall not be used at any meeting of the association, but they may be used in committee meetings.

SEC. 4. Notice of general meetings shall be given at least 4 months in advance and notice of local meetings at least 2 months in advance.

SEC. 5. The business of the association shall be transacted only at general meetings, and at such meetings 100 voting members of the association must be present to constitute a quorum.

ARTICLE VI

In the first election of officers held under the provisions of this constitution, said election occurring immediately after its adoption, all duly accredited active members of the Fourteenth Meeting of the Convention of American Instructors of the Deaf shall be entitled to vote, said members making payment of their membership fees to the treasurer at the earliest practicable opportunity after he shall have been elected.

ARTICLE VII. AMENDMENTS

This constitution may be amended by an affirmative vote of two-thirds of the members present at any general meeting of the association: Provided, That at such meeting at least 150 voting members of the association shall be present.

ARTICLE VIII

Devises and bequests may be worded as follows: "I give, devise, and bequeath to the Convention of American Instructors of the Deaf, for the promotion of the cause of the education of the deaf, in such manner as the standing executive committee thereof may direct," etc.; and if there be any conditions, and "subject to the following conditions, to wit:".

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**REPORT OF THE PROCEEDINGS
OF THE
THIRTY-FIFTH REGULAR MEETING OF THE CONVEN-
TION OF AMERICAN INSTRUCTORS OF THE DEAF,
HELD AT THE MISSOURI SCHOOL FOR THE DEAF,
FULTON, MO., JUNE 17-22, 1951**

SUNDAY, JUNE 17, 1951

OPENING SESSION

Main Auditorium, 8 p. m.

Presiding: Dr. Ethel A. Poore, president

Invocation: Rev. Karl Tuttle, pastor, First Christian Church, Fulton, Mo.

National anthem: Led by H. Clay McGregor; Mrs. Myra Deaver, accompanist.

Address of welcome: Dr. Truman L. Ingle, superintendent, Missouri School for the Deaf, Fulton, Mo.

Response: Lewis M. Mayers, principal, Oregon State School for the Deaf, Salem, Oreg.

Address: Our Preparation Must Be Thorough, Hon. Hubert Wheeler, State commissioner of education, State of Missouri, Jefferson City, Mo.

President's address: The Convention—At the Turn of Its Century, Dr. Ethel A. Poore, superintendent, Tennessee School for the Deaf, Knoxville, Tenn.

Appointment of committees.

Announcements.

Dr. POORE. The thirty-fifth session of the Convention of American Instructors of the Deaf will please come to order. Before starting the program, I would like to recognize the officers. Mr. Odie Underhill, the treasurer of the convention, the man who writes you annually to pay your dues; Mr. Thomas Dillon, secretary of the convention; Dr. Daniel Cloud, first vice-president, who is also program chairman; and Mrs. Snider, the second vice president, seems not to be with us.

We will have the invocation by the Rev. Karl Tuttle, pastor of the First Christian Church of Fulton.

(Invocation by the Reverend Tuttle)

Dr. POORE. Mr. H. Clay McGregor will lead the national anthem, accompanied by Mrs. Myra Deaver.

(The audience sang the national anthem)

Dr. POORE. It seems to be the custom over a period of years to always adopt the convention program. Therefore, I will entertain a motion to that effect.

(On motion made and seconded, the convention program was adopted.)

Dr. POORE. Then this is the official program. In order to keep track of the papers and the business of the convention to aid the stenotypist and the regular convention secretary, Mr. Dillon, I have asked Mr. William J. McClure, assistant superintendent of the Ten-

nessee school, to assist the secretary and to appoint any helpers he may need. At this point I would like Mr. McClure to read some messages that have been sent to the convention.

Mr. MCCLURE. I have a telegram from Dr. Percival Hall, former president of the convention of instructors of the deaf (reading): Greetings to all and best wishes for a successful meeting.—PERCIVAL HALL.

Mr. MCCLURE. The second telegram is from the Honorable Allan Shivers, Governor of Texas (reading):

Will you kindly extend my personal greetings to the teachers of the schools for deaf gathered this week and remind them that Texas is looking forward to having them as guests for the National Association of the Deaf Convention in Austin July 1-7, 1952.

ALLAN SHIVERS, *Governor of Texas.*

Mr. MCCLURE. The third is a letter from Dr. Elizabeth Peet, former vice president of the convention, and professor emeritus of Gallaudet College [reading]:

Best wishes for the success of the convention. Warm personal regards to you and other friends.

ELIZABETH PEET.

Dr. POORE. As there always has been and is tonight, we have a man of the hour. He has been very recently recognized by his city and Westminster College for his many contributions on the local, State, and national level; the live-wire, hustling superintendent of the Missouri School for the Deaf, and our amiable host, Dr. Truman L. Ingle.

ADDRESS OF WELCOME

(Dr. TRUMAN L. INGLE, superintendent, Missouri school)

Dr. Poore, Mr. Wheeler, officers of the convention, and fellow workers, you know, about 10 years ago we were privileged to have this same convention here in Fulton. We found we had so many lovely people in our profession—so many people whom we loved—that we wanted to see again and again. When this one-hundredth anniversary of ours came around, we felt it would be an opportune time to visit with our friends throughout the country. It's impossible for me to tell you how glad we are to have you with us. We only hope that those on our staff will show you, through their efforts in trying to make you comfortable and provide the proper entertainment for you, that we are happy to have you with us. There is no doubt that every one on the staff has shown how glad he is to have the convention here by the effort he has put forward. We are indeed happy to have you and hope you come again. Thank you. [Applause.]

Dr. POORE. We thought it would be fine to respond from a distance to this gracious welcome address. Mr. Lewis M. Mayers of the Oregon School for the Deaf. Mr. Mayers.

RESPONSE TO ADDRESS OF WELCOME

(LEWIS MAYERS, principal, Oregon school)

Ladies and gentlemen, it is my privilege to be here tonight as your representative to express our pleasure for being invited to meet here at the Missouri School for the Deaf for the thirty-fifth meeting of the Convention of the American Instructors of the Deaf. There are

many among you who are more adept at phrasing and there are others who are more skillful in delivering such a message.

However, I have been fortunate enough to be thoroughly acquainted with the hospitality of Fulton, the school, and with the superintendent. It was here that as a new recruit to the profession I started in my first teaching position. Well do I remember that chicken every Sunday and every other Wednesday was the rule at the time. After changing to another school I always stopped here in June and August on my summer travels. One summer while I was in Fulton waiting for the convention to open in Jacksonville I overate, of course, not here in Fulton but over in Mexico, which necessitated the removal of my appendix 2 days later. Dr. Ingle was on hand delivering me to the hospital and carefully supervising the job. [Laughter.] Then in 1941 I had the pleasure of attending the convention of that year here at this school.

I, therefore, feel that I have tested the hospitality of the superintendent, school, city, and county and have been excellently treated. I first came as a novice, then returned as a visitor, a visitor in pain, and as an invited guest to the convention of 1941. That brings me to a story that you may have read but it expresses what I wish to say. Veep Barkley, who delivered Westminster's commencement address here in Fulton last week, tells it of one of his Kentucky constituents.

"He's a farmer down home. During the First World War, I got his allotment fixed and his Government insurance. Then he was wounded in Belleau Wood—and I went to see him in the hospital in France. After the armistice I wrote a personal letter to General Pershing to get him back home. I got him a loan on his farm. A couple of years later a big flood nearly washed his farm away—so I got him a disaster loan and a job for his wife as postmistress. In 1938 when Happy Chandler ran against me for the Senate nomination, I heard this farmer was agin me. I went around to see him and asked him: 'Is it true that you're not going to vote for me?' He just nodded. Choking with rage, Barkley ticked off all the favors he'd performed for his constituent, ending: 'Surely you must remember all these things I've done for you?' 'Yeah,' admitted the farmer grudgingly, 'but what the devil have you done for me recently?' [Laughter.] Hospitality of the Missouri school, Fulton, and Callaway County has been widely known in the past, but we who are here tonight are in Missouri and are waiting for you to show us what you can do now. I know that you and your cohorts are equal to the challenge so we are most happy to be here. [Applause.]

Dr. POORE. Dr. Ingle will introduce the next speaker.

Dr. INGLE. For several years I have had the pleasure and privilege of working with the man who is at the head of the department of education in the State of Missouri. He is doing a grand work. He has shown a great interest in our school here, and it is with a great deal of pleasure I present to you our State commissioner of education, the Honorable Hubert Wheeler. [Applause.]

OUR PREPARATION MUST BE THOROUGH

(HON. HUBERT WHEELER, State Commissioner of Education, State of Missouri)

Dr. Ingle, Dr. Poore, platform guests, and fellow teachers; I bring the greetings tonight of the State board of education; of the members

of our staff; of the 24,000 teachers in the State of Missouri, and 650,000 children, and to make it all inclusive, I will say the 4,000,000 people of our State. Now, that is indeed an all inclusive welcome, but here where you are situated in the Kingdom of Callaway in the central part of the State of Missouri, you will find the very greatest and warmest of hospitality, and by the time you roam the campus here and sit under the shade of the trees in the heat of the day and visit with friends, and have had a chance to observe the staff of this institution of learning, you will count this a fine time in your teaching career.

I am pleased they brought this very good looking lady on the platform to interpret while I am here this evening. You know, Dr. Ingle can do an excellent job of this interpreting. About three and a half years ago I was over here—and I never know how rapidly I should talk—but they tell me you can't talk too fast for these interpreters—anyway I got Truman in trouble that night. I think I was giving an example of what opportunity was. It seems there was a young man going somewhere in a hurry; he had a shock of hair hanging down his forehead and I said, you had to catch him as he came toward you because he had nothing to catch as he went by; Truman reached up to get that shock of hair that wasn't there. [Laughter and applause.] We are indeed pleased to know that you instructors of the deaf from the United States have chosen Fulton as your meeting place for this year. You have honored Missouri in doing that, and you have honored the members of this institution; we are very much pleased that you are here, and anything that can be done by the department of education to make your stay worth while, let us know. If you would like to come over to our department while you are here, we will be happy to show you about the place; give you a chart of our organization, and be of assistance in any way possible.

All teachers, I think I am sure I can say, are proud of their profession, and I am sure that anyone who works in any way with children and youth can be pleased that he is spending his time in furthering and advancing the population that will come on and be the group in responsibility in a very few years. But, above all, I think the teachers who teach the handicapped, in whatever group it may be, can be far more pleased with the effort they are putting forth than can people who teach the normal, because they will learn regardless of the things they need to know. Then, too, I am sure as you go about your task, you are aware of the fact that probably the most important task we have is to train those to do better those things which they will do in life anyway. As I have observed our teachers at work here in this school I have just been thrilled at the way they devote themselves to the task of teaching those hard of hearing or deaf.

Some time ago when I was written about speaking to you tonight for 20 minutes of time, I started thinking in terms of the message that I would try to bring to you. I sent to the person that wrote to me the title, "Our Preparation Must Be Thorough," and I have changed my thinking a little after I went into some of the things I wanted to say to you. I did think, though, that there would be so many of you here at this convention; people skilled in the work of teaching in your area, that could do a far better job on curriculum subject matter, the methods of handling the children than I could, that I would try to bring you two points, about which I am very much concerned. I believe we could leave the title just as it is stated in the first place. Those two

thoughts that I have tonight are these: We must learn to know and appreciate this great land of America. Some of us are taking it for granted, and then the other thought I would have is this: We must learn to know and appreciate the peoples of the world, so in just a few minutes of time let me touch on those points.

Think of America first as a great land and a new land. We, I don't believe, could say that we have been at this job of making a great nation more than 175 years, because it was just that long ago that the Declaration of Independence was signed. It was then that the people who lived in this country, who had come from the other countries of the world, were pushing forward toward the West, and so today, 175 years since the founding of the type of government that we have now, we can look at a great land, a new land, a land peopled with the very highest of intelligence and understanding, and we can say, "Here is a land so great, so large, 3,000 miles from the Statue of Liberty to the Golden Gate in the West, and then from the Gulf of Mexico on up to Canada it is almost that distance. Then as we travel about unquestioned in any way, we find a people who understand a universal custom and language, as we do in whatever part of America we live in, and unless you are a very poor driver you can drive thousands of miles in this great land of ours and no one will stop you or ask you a single question, and then, too, you can buy the same products—anything you find on the shelves of your stores at home, you can find them in the length and breadth of America. Yes, America is a great land. Today we are a leader of the world, and whether we like it or not it places upon us a great responsibility. We must do something in instructing our youth we have never done in this land. I went to school during the time of the First World War. All the way through grade school, high school, and college I had teachers teaching me who taught isolationism. That indeed is a thing of the past. When you go back to your classes—next year it will probably be now—but regardless of that, think in terms of how you can interpret America; what it means to the people of the world and to America.

I think I could tell you better some of the things I am thinking about by relating very briefly a story of Edna Ferber's, a story of the West. It's a story of the wagon train and its trip from St. Joseph to California. I will review this briefly as I will intend to bring out only one or two points. She takes a French family living in the State of Illinois. The mother of this family had been expecting that one day her husband would come in and say to her, "Let's join up with the wagon train." She was pioneer woman enough that she was not surprised when he did ask her that question. So they journeyed on down from their home in Illinois to St. Joseph. The woman made some preparations before they got ready to go, because she had a young son 12 years of age, and in addition she had a daughter just a little younger. She wanted the children to have healthful food as they made this journey, and then she wanted to take some of the things that had been handed down to her by her mother and father. She wanted to take some of the furniture and some of the things that had a great deal of meaning to the family. So she put all those in the wagon. To make this long story short, they headed out from St. Joseph, moving toward the West. The first several days the going was not too difficult as they went out through the eastern part of Kansas. As they moved out into the more arid section they found that water was scarce, the

horses were tired, and they didn't have enough water to drink, let alone enough to pour on the wagon wheels to hold the tires on. The old brindle cow they had along was not giving any milk, so she had to be left behind. All along this journey trudged this 12-year-old boy, and as he moved out into Colorado and into the desert he saw the wagon wheels and spokes of wheels and frames of wagons, and even the bleached bones of some of the comrades who had attempted the trip before them. When they got to the mountains they found they had to trade the horses for more sure-footed mules, and in the evening they chilled with the night's cold, and in the heat of the day they sweltered in the valleys below, and yet they moved on and on and on. Walking behind the wagon the young son saw this great continent of ours. He saw its plains and valleys and rivers. He saw much that meant to him a great Nation.

Part of the members of the wagon train that had left St. Joseph sighted the golden shores of California and the coast after 3 months' time. This young man grew to manhood and he wanted to do something for his State of California, so he began to work, became prosperous and a great man. He grew to be an old man. Newspaper reporters came and wrote the story of his life, but he lived on, and they would come and add to it, but finally the old man knew it was about time for him to pass on, and so he sent out this sort of a message. He sent telegrams to his kinfolk and he said, "To all of you who are to share in my estate you must be at my bedside before my death if you are to receive your part."

Those who got the message and had to leave from the State of Florida by airplane complained because they had to get up so early. Those who left from Chicago on our modern streamlined trains complained because the refrigeration might not be good enough to make the children's food safe, and those who moved over our white rib-boned highways complained of the great distance and the heat, but they arrived at the old man's bedside, and then he had this to say to them: "I didn't call you here to pay homage to an old man who is about to die but rather to a great continent you have taken for granted." And so I would say to you, that many of us, far too many children and adults have taken this great country of America for granted. We are inheritors of so much. Can we not say that we must leave to those who follow us even more than we found when we came on the scene otherwise America cannot continue to be the land where free people can live and look forward to liberty and justice. There is so much that could be said along that line. Above all, we must not forget the great democratic institutions of this land of ours. Has anybody ever passed on to you teachers some policy that came from the Federal Government down to the State and local districts, whatever it might be, some particular theory of government? Has anybody ever told you to indoctrinate your students with some line of thought? If anyone ever did it was a peanut sort of an administrator that didn't last very long because in America we teach the truth as we know it. We have been free to do that always. We will guard that to the last. We must teach what is the truth the best we know it, so the responsibility is heavy on those of us who are teachers. We must know the truth and be able to impart it.

Let me give you another thought I have in mind and then my time will be gone. The second point is this: We must learn to know and

understand the other peoples of the earth, and that doesn't mean just Europe or Mexico or South America. It means all parts of the earth, and that is a big problem for us; but just as surely as can be, if people are hungry anywhere in the world, it affects our homes, our economy, our free institutions; therefore, we have now come to the place where we must train our people to understand the world. Movement today is very rapid. I was talking tonight to Dr. Poore. Her State commissioner of education and I were on a trip to Europe last year at this time. We left London at 6 o'clock one evening and the next morning at 11:20 I got off a plane in St. Louis. We are today only a few moments away by communication from any part of the world, and we are only some time away tomorrow by transportation. The peoples of the earth are traveling back and forth to visit one another, so with that way of thinking about transportation and communication and our relationship, let me give you what Dr. Tracy Strong said, a man who knows something of the Orient. He says there are 710,000,000 boys and girls in the world between the ages of 5 and 19. Marching together they would form a band that would reach around the world 17 times. Now, out of every 100 boys and girls in the world between the ages of 5 and 19, 56 of them live in Asia. More than half the population of the world is in that place: 15 of them are from Europe; 9 of them would be from Africa; 8 of them from Latin America; 6 from Russia, and 5 from North America, and 1 from Australia and the islands of the Pacific. We cannot outvie the people of the world, 5 against 95. We can't outvie the people of Asia, 5 against 56.

Our hope lies in the perpetuation of a cooperative relationship between the freedom loving countries of the world, and our highly productive system we have here in America. It depends on the conservation of our natural resources, which are great. We must continue to produce and aid our neighbors, the freedom loving people of the earth. We could say if we wanted to take another way of looking at these children—we could say that they have some rights and these rights should be extended to them, and we do that, but we like to say, that that greatest school of all, the home, has a tremendous responsibility; and I am sure you well know the effect the home does have on children who do not have as much hearing as they should have, or those who are deaf, when you turn them loose in the spring. You can see it when they return to you in the fall. But the home, the school and the church can seek more diligently to recognize and to proclaim and to fight for the rights of youth. Then we here in America will take our look at the rest of the world; we will know that our economic well-being depends upon our relationship to the peoples of the earth, and let us not fail to find some means of bringing to our youth the facts and the proper interpretation of the facts for the good of mankind everywhere.

My time is gone, but let me give you the thinking of an old editor who has now retired from our newspaper in Jefferson City. Many of you will know Mr. Kelly Pool, and on Sundays his telegrams have always filled one whole page of the paper, and in his last message he left one thing I want to repeat for you. He said this:

Sow a note, reap a word;
Sow a word, reap a deed;
Sow a deed, reap a habit;
Sow a habit, reap a character;
Sow a character, reap a destiny.

I am sure you will agree that is exactly the position that we as teachers are in tonight as we think in terms of instructing our youth in this modern day world in order that they may be able to participate in the world of the future.

Again let me say I am pleased to be with you tonight. I wish for you an excellent convention, and I hope when you return to your homes you can look back and say, "It was good I attended the convention in Fulton," and the best of good wishes to you all as you work for these wonderful children who need your assistance. [Applause.]

Dr. POORE. Thank you, Mr. Wheeler. It seems a shame to spoil such a wonderful evening by following with the president's address. When Mr. McClure knew he would interpret this he said he would like to read it first. When he handed it back to me he said, "I like the end" [laughter] so you have something to which to look forward.

PRESIDENT'S ADDRESS

THE CONVENTION—AT THE TURN OF ITS CENTURY

(Dr. ETHEL A. POORE, superintendent, Tennessee school)

Dr. Ingle, Wheeler, distinguished guests, members of the convention, and friends, since 1950, the group has grown to such magnitude that very few schools have facilities for its accommodation. Fortunate, indeed, are we to have had the privilege of a second invitation to the Kingdom of Callaway where Missouri's competent superintendent can be such an amiable host and remain popular with his staff. Evidently, he exudes an enthusiasm that permeates his faithful and energetic employees to the extent that even they like to find themselves attempting to surpass their hospitality of 10 years ago.

For the convention of American Instructors of the Deaf, a 101-year-old organization, I extend heartiest congratulations to the Missouri school as it celebrates its one hundredth anniversary cooperatively with the centennial of Fulton's Westminster College. Both have contributed abundantly to the education of the deaf. Our profession is indebted to the college for the outstanding superintendents and teachers who have received their basic education at Westminster.

A word about the program which you have endorsed by action this evening. Until one has served this organization as first vice-president with its attendant duties of program planning, he has no conception of how much responsibility is involved. Dr. Dan Cloud, with the aid of his energetic and cooperative committee leaders, has formulated a superexcellent program, which incorporates the theme "A Century of Progress—What Of The Future?" In Dr. Cloud's own words his objective has been to include the "achievements of the past and lay the foundations for the activities of the future."

To the schools participating by demonstrations we are profoundly indebted. Without exception they are financing their trips and the Missouri school is entertaining their pupils.

Where you find Missouri and Tennessee on your program be assured the attitudes of these States were not "let us show you," but rather "if you fail on others we shall be responsive."

Perhaps it would be splendid to have an organization so financially independent it could purchase its performers. That could destroy the benevolent spirit of the respondents, however, and taint the honor

that accompanies the request to participate. Indeed, it is an unmistakable recognition to be invited to bring a group before the convention. It is likewise a philanthropic attitude that prompts the head of a school who lets the program chairman know he has something in his school he considers to be of value to the teachers. Such spirit deserves commendation.

Although this organization was founded in an even year, its biennial meeting dates have eventuated into the odd years. Consequently, we closed our century at 99 and toddled into the new one at a hundred and one.

Historically, references to the accomplishment of the convention are easily accessible. Those who attended the last meeting which was held in Jacksonville, Ill., heard Dr. Elizabeth Peet present an extensive review of the history of the organization. Dr. Peet dealt largely with the personalities that had moulded the objectives and shaped the patterns of the education of the deaf.

The Annals has carried in series A Study of the Proceedings of the Convention of American Instructors of the Deaf, 1850-1949, by Bette LaVerne Fauth and Warren Wesley Fauth. This review is a topical one.

In the published proceedings are addresses of the presidents which bring out salient accomplishments and desired objectives. Reference is here made to the 1929 meeting when Dr. Frank M. Driggs in his address Progress in the Education of the Deaf summarized the forward steps in the education of the deaf during the preceding 40 years. In 1931, Dr. Elbert Gruver reviewed the objects of the convention and asked for a federation of all the active bodies interested in the education of the deaf, a federation that would preserve the distinctive characteristics and corporate name of each. Eighteen years later, 1949, sees Dr. Leonard M. Elstad pleading for a United Instructors of the Deaf of America.

If Dr. Harvey Peet, the two members of his staff of the New York institution and the representatives of the six other institutions present at the inception of this organization could look in on the problems of our organization today how keen would their disappointment be to learn that the first object as set up in its constitution, "to secure the harmonious union in one organization of all persons actually engaged in educating the deaf in America" had failed of fruition.

What would be their astonishment to learn from the March issue of the Annals that 62 summer workshops for the deaf, the hard of hearing, and the speech defective are being conducted in 28 States, the District of Columbia, and Canada.

Add to their amazement the various types of groups the present-day teacher must be cognizant of and deal with—health, welfare, labor, rehabilitation, general education, education of the exceptional, the speech and hearing clinics, either mobile or stationary, psychological clinics, the marvels of the hearing aid, the audiometer, the audio-visual aids, the preschool child—when the age for admission in their day was 10 for boys and 12 for girls, parent education, and so on.

Can you not see that little band teetering on the edge of their final earthy assignment of 4 by 8 feet of space. If by chance they should raise their eyes and behold a woman standing before their benevolent organization, surely they would lower themselves into their sepulchers

and chant in unison, "Cover us again. Positively, Oh Lord, it is far better to let our souls rest in peace with the heavenly three R's than to struggle with the problems of this day."

History is effective only insofar as we reap its benefits today and use its experiences toward planning our present and future activities.

Standing on the border of a new century, we pay our respects to our predecessors. We must recognize our responsibilities, accept the challenges of our day, and act for the greatest benefit of the group which continues to justify our organization's existence: The education and its concomitant developments in the deaf.

Ten years ago in this locale Dr. Elwood Stevenson pictured "the school of tomorrow." Many of us have ventured to predict the next hundred years in the education of the deaf on various occasions. Since the establishment of the first school in 1817 as the 100-year event rolled around in the histories of it and succeeding schools, the proverbial speech has dealt with the past and foretold the future. It would be extraordinarily interesting if someone could collect the predictions of these prophets (of whom I have been one), extract and compile the fulfillments.

Today our organization can say that more than 1,100 papers presented at the 34 conventions are being preserved at the expense of the Federal Government, not by Convention dues.

Our organization contributes financially to the American Annals of the Deaf, the official organ of both the Convention and the Conference of Executives, the oldest educational publication in the United States still in existence and the oldest journal on the education of the deaf in the world.

The publication of the Annals was initiated by teachers in the American School for the Deaf, passed into the hands of the Convention and ultimately became the responsibility of the Conference of Executives. We contribute toward the publication financially but the annual dues to the Convention do not cover a subscription to the Annals.

The individual subscription price of the Annals is \$3 yearly. Most likely the copies made available to you are provided by your school. Each school is expected to support the Annals by subscribing on the basis of a pupil percentage allotment.

With dues of \$2 some may ask, "What do I get for my money?"

Time was when, for a dollar in dues, the member received a copy of the Convention Proceedings, the Convention Bulletin, a weekly for academic teachers, the semimonthly Vocational Bulletin, and the privilege of attending a biennial meeting. Did the dollar pay for all these things? Definitely not.

The Proceedings came from the Government by virtue of your being a member of the Convention; the Bulletins were published by a residential school's printing department assigned as a duty for the boys and a labor of love for the instructor, printed for the actual cost of materials; participants on the Convention programs gave liberally of their time and talent. They were primarily from within the profession and considered the invitation as recognition of their ability; the school entertaining the Convention acquired outside speakers without cost, if possible. The officers labored without compensation—still do—and the treasurer received neither pay for col-

lecting dues and handling the finances nor expenses for attending the meetings.

While we are struggling along on a \$2 basis, using more than half the amount in support of the Annals, let us ask ourselves not "what do I get for my money?" but "What have I helped this year for \$2?"

(1) The Annals, which must not only continue, but also grow;

(2) My organization in its participation in the Midcentury White House Conference;

(3) To make possible the exhibit "Education of the Deaf for Citizenship" that was vividly illuminating to all in attendance at the White House Conference;

(4) To meet expenses, meagerly, of the treasurer's office help;

(5) To meet postage, stationery, paper, printing, costs for the organization;

(6) To pay travel expenses where necessary for officers in program planning;

(7) To finance limitedly the procurement of outside speakers for the biennial meeting.

What other teachers' organization receives as little as \$2 from its professional members?

Your State association collects from \$5 to \$15, owns a building perhaps, certainly has an executive secretary and a staff of workers, keeps the school system constantly before the public, prepares programs, conducts research, spreads propaganda, and lobbies. Results: Teacher receives a magazine, attends or joins in selecting delegates for the annual meeting, and undoubtedly gets a salary raise.

Look at the NEA. Five dollars a year plus whatever extra dues the sectional group requires. A huge membership and tremendous power.

The Convention, with its specialization, will always suffer limitations. Whatever is required, however, to maintain its identity and strengthen its position as a wide-awake organization should be provided.

In Illinois you voted to have a committee appointed "to cooperate with the Conference of Executives of American Schools for the Deaf and any and all other appropriate organizations; to study and work out proposals for the establishing of policy and plans for a central bureau or agency, publication or publications, and executive secretary in the best interest of continuing centuries of service for the deaf." The committee appointed—composed of Edward H. Tillinghast (chairman), O. W. Underhill, and C. H. Hollingsworth—will make a report during this meeting to which I hope you will give thoughtful consideration.

We cannot be uniquely aloof and distinct in our philosophies lest we become extinct. Our schools are a part of the public-school systems, but the public-school systems must learn from us how extensively adaptations are made in educating the deaf child. If a joint secretariat appears to be the best solution for the future success of the organization yet seems impossible of accomplishment, why not take steps toward a secretariat within the Convention.

The secretary could assume the duty of working toward a cooperative relationship with other organizations, and perhaps eventually there would be a federation or a united educators of the deaf organization. Are we willing to meet the challenge and pay the price?

According to the January 1951 issue of the Annals, the total number on educational staffs is 3,164. Of this number, 2,169 are in the 74 residential schools, 676 in the 158 day schools, and 319 in the 45 private or parochial schools. Canada's 13 schools have 224 on their educational staffs.

The latest report from the Convention's treasurer shows a total 1951 membership, to May 23, of 1,079. Of this number, 1,038 are from residential, 35 from day, and 4 from private or parochial schools. Twenty residential schools have 100-percent memberships and one of the larger day schools. Some of the 100-percent memberships are difficult to reconcile. The figures presented cannot be considered minutely accurate. They are revealing. Ninety-six percent of the memberships come from the residential school. Slightly more than one-third of the persons engaged in the education of the deaf are members of this oldest and largest organization of educators of the deaf.

Who can aid more toward enlarged membership than the individual teacher? You who are here do not need a pep talk. You belong. You know somebody who does not, though. You can encourage, look down your nose—if I know teachers—make life miserable, or gently guide a prospect into membership.

There is no excusable, unique independence displayed by the person who can find insufficient good in an organization to excuse himself from membership. He should come in and make it good. Not long ago I was talking with the head of a large public-school system on teacher attitudes. I was sure the system held 100 percent membership in the NEA. He said, "No; about 99 percent of our teachers belong. We seem to always have a few chiselers, willing to receive all the benefits but give nothing in return." Teachers of the deaf are conscientious. A statement of this type would not be applicable to them. Somebody has not clarified their thinking or they are too busy to weigh the values that may come from an alert organization.

The Convention is a teacher organization, founded by teachers for teachers. The small monetary backlog with which it operates comes from teachers, primarily. The programs are planned for teachers; yet, a superintendent has always been at the helm. And why?

There has been no paid executive secretary with office help such as the local, State, sectional, and national organizations have—a secretary that serves year after year surrounded by a sufficient and competent staff. The superintendent who accepts the honor of the presidency accepts a job and ties his own personnel into it. The same conditions prevail with the first vice presidency. By virtue of his position, he is program chairman. You need only to look around you for an inkling of what the host and his school undertake. These are generous attitudes that evince little thought of honor.

As we cross the threshold of a new century, let us keep in mind (a) the characteristic alertness of this organization to the continuous and the new problems in education; (b) its ardent desire to uphold educational procedures which will include every deaf child; (c) its consistent efforts to evaluate ideologies as they have developed; (d) its deliberate activities to clarify the status of the deaf and to procure

their rights; and, (e) its zealous determination to weigh the new and tenaciously hold to the educational techniques that have been proven.

Then may we rededicate ourselves to the objectives of the Convention of American Instructors of the Deaf and resolve to make it a larger, better organization, to give it more adequate financial support, to extend our efforts toward teacher recruitment—the most serious situation that faces us today—and to the next most serious situation: the necessary and complete training of these recruits.

More qualified teachers will not lessen your chances for holding a job. Your class load will be lightened. The deaf boys and girls will be better prepared for life. The production of trained teachers of the deaf will outweigh the inadequacies of the training programs being developed for the exceptional in so many instances without due consideration for the dissimilarities between the techniques for educating the normal, the hard-of-hearing, and the deaf as we know them.

Take all we can get from the Federal Office of Education, the National Education Association, weigh and adapt all the practical acquisitions of the public-school systems. Take the Midcentury White House Conference pledge and apply it to our children. Agree with William C. Carr, secretary general of the World Organization of the Teaching Profession, that "Our ultimate goal should be a strong and sure teaching profession, proudly and efficiently taking its place among the forces of leadership in the world." This we can do and still not give up our organized prestige. A profession is not one person. A profession is the collective body of persons engaged in a calling. The profession of teaching the deaf is a unique part of the educational system but sufficiently different to merit a place of its own.

This week's program has been planned for teachers, largely by teachers. A very minimum of superintendents' names appear. To get the most out of the Convention, stay through it. Attend all sessions. Don't miss any of the entertainment features. If your head will not assimilate all that the program offers, undoubtedly your system will digest the delectables Dr. Ingle and his staff are providing. [Applause.]

Dr. POORE. At this time I would like to announce the committees.

Nominating: Dr. C. J. Settles, Florida, chairman; Miss Susan Motley, Missouri and Minnesota; Mr. Lewis Mayers, Oregon; Miss Madeline Mussman, New Jersey; and Mr. Rudolph Wartenberg, California.

Resolutions: Dr. Ignatius Bjorlee, Maryland, chairman; Mrs. Evelyn Stahlem, Mary E. Bennett School, California; Mr. J. M. Smith, Jr., Tennessee; Mr. John A. Klein, Evangelical Lutheran Institute; and Mr. John B. Rybak, St. Mary's.

Necrology: Dr. Powrie V. Doctor, Gallaudet College, Washington, D. C., chairman; Mr. Kenneth Huff, Louisiana; Miss Anna Murphy, Arizona; Mr. W. M. Milligan, Wisconsin; and Miss Mary E. Kannapel, Kentucky.

Auditing: Dr. Madison J. Lee, Kentucky, chairman; Mr. John Caple, Georgia; and Mr. Mark Carter, Kansas.

There are one or two announcements to be made. I am sure you are seeing the exhibits in this building. They are very fine. I spent the morning looking them over. From your program you notice that activity starts at 9 o'clock. The sectional committee leaders and the general committee program leaders are responsible for starting on time. We request that you do so. The opening evening, which I am supposed to start, didn't start on time, but you are not supposed to do as we did this evening, but follow the dictates of your conscience and be on the dot. Consult your program for meal hours. If you are hungry, be there on time, for it's an imposition to the people who handle the food facilities for everybody to come straggling in. Your program tells you when to be there. Are there any other announcements? If not, we stand adjourned until 9 o'clock in the morning.

GENERAL SESSION, MONDAY MORNING, JUNE 18

Presiding: Miss Lucy Moore, Western Reserve University, assistant chief, division of hearing and speech therapy, Cleveland Hearing and Speech Center, Cleveland, Ohio, section committee leader.

Paper: Utilizing Speech Opportunities, Albert W. Douglas, director of curriculum, Texas School for the Deaf, Austin, Tex.

Demonstration: The Speechmaster, Mrs. Frances Olson, Nutley, N. J.

Paper: A Few Musts That Contribute to Intelligibility in Speech, Miss Alice Rooney, Junior High School 47, New York City, read by Mrs. Hortense Barry, Teacher, Junior High School 47, New York City.

Demonstration: The Chromovox, Herman Goldberg, director of special education, Rochester, N. Y., public schools.

Demonstration: A Primary Class, pupils from the Missouri School for the Deaf, Mrs. Mary French Pearce, teacher.

Panel discussion: Speech From Various Viewpoints. Discussants: (1) George Fortune, director, Cleveland Hearing and Speech Center, Cleveland, Ohio, representing the community agency; (2) Mrs. Charles Baird, Overland Park, Kans., representing the parent; (3) Miss Mary K. Van Wyk, director, Sunshine Cottage School, San Antonio, Tex., representing the school.

MONDAY AFTERNOON

Presiding: Mrs. Maureen H. Snider, Arkansas school, Little Rock, second vice president.

Paper: What is a Language System? Lloyd Ambrosen, principal, Minnesota School for the Deaf, Faribault, Minn.

Demonstration: A Primary Class, pupils from the Minnesota School for the Deaf, Miss Ann Hritz, teacher.

Demonstration: An Intermediate Class, pupils from the Minnesota School for the Deaf, Mrs. Elizabeth Sommer, teacher.

Panel discussion: An Evaluation of the Several Systems of Language Training in Vogue Today in Schools for the Deaf. Discussants: (1) Audrey Ann Simmons, head, lip-reading department, Central Institute for the Deaf, St. Louis, Mo.; (2) Joseph P. Youngs, Gallaudet College, Washington, D. C.; (3) Verne J. Smith, teacher, Gallaudet Day School, St. Louis, Mo.; (4) Miss Helen T. Dial, teacher, Illinois School for the Deaf, Jacksonville, Ill.

PROCEEDINGS OF MONDAY MORNING SESSION

(Miss Lucy Moore, presiding.)

(Several announcements were made by Miss Moore.)

Miss MOORE. This morning our program is devoted to speech. I, personally, after quite some years of teaching the deaf, have come to the conclusion that I am knowing less and less every year about

teaching anything to the deaf, let alone speech, so I am not going to make any opening remarks at all. You all have programs. You can read. I don't see that there is any necessity for reading to you who Mr. Douglas is, so if you will read your program, you will see that Mr. Douglas will make a speech. [Applause.]

UTILIZING SPEECH OPPORTUNITIES

(ALBERT W. DOUGLAS, director of curriculum, Texas School for the Deaf)

The theme of our convention this year is an intriguing one. A century of progress in any organization is something of which that organization may well be proud. This school has such a century behind it, having been founded some 30 years after the establishment of the first school for the deaf in the United States. In Europe, the history of the work in our field extends back an even greater length of time.

One of the tests of progress is discovering how well we have incorporated our heritage into contemporary thoughts and methods. Much of this heritage has been incorporated, what we will do in the future remains to be seen. It is about that future which I wish to say a few words this morning.

This discussion is supposed to be on the subject of speech, but for a few moments I would like to deviate from speech and discuss a few ideas concerning the future of the education of the deaf as an entity. This is not a prophecy of what will be done in that future, but a few suggestions as to what can be done if progress be given its opportunity in contrast to a clinging to the past—ancestor worship, if you will.

On the practical side, I am sure that we, as teachers of the deaf, do have a future. There are times when one has a right to wonder if we are becoming extinct—especially when we read some of the hearing-aid advertisements, or the propaganda of some of our own organizations. However, as valuable as hearing aids are, as much as they do help us with the education of the child with some residual hearing, they will not, at any foreseeable time, make hearing children of the great majority of the pupils of our schools for the deaf. As a matter of fact, it is not the physicist alone who may eventually put us out of business, but the combined efforts of the physicist, the physiologist, and the medical man which may do so. If and when medicine finds a way to rebuild nerve tissue, plant nerve tissue where it isn't, or to rejuvenate deadened tissue, then, and only then, should we start finding a new means of making a living. So far, I have heard of no reputable medical source which makes any claims such as these. I am sure that when such claims are made—and substantiated—it will be the teachers of the deaf who will do their best to popularize them and so do themselves out of work.

Accepting the fact that we are to be around for at least a few years more, there are several things which we must do during that time. Probably the greatest challenge to our sincerity is the schisms in our field. Before we can claim that we are doing the best possible teaching, we must eliminate our antagonisms toward others in the field who have different opinions than we hold. Differences of opinion are essential to progress—let us always have them—but blind argumentation, narrow-minded, biased support of an idea is not in the best interest of the deaf child.

There is no residential school for the deaf which is perfect. There is no day school for the deaf which doesn't have some good in it. Nor, conversely, is there a perfect day school nor a completely dissolute residential school. There are good things on both sides of this situation. Let's each of us decide to stop supporting the residential school, or the day school, or oralism, or the combined method, and start supporting the education of the deaf.

Today, the oral-manual controversy has become the day school-residential school controversy, almost completely. Both sides of the fence are sitting there howling, "I can, you can't," and in many cases neither is proving anything except which can howl the louder. Each should be looking to the products of its school, not to the dictionaries for bigger words to confound the public.

The institution must look to itself, to see if it is offering the atmosphere, the educational program, the vocational program and the health program which it claims on paper to be offering. After all, what looks so good in the January Annals "ain't necessarily so." The day school must look to its program, too. Is the child profiting sufficiently from the vaunted home life to be able to do without the other advantages of life in an institution? After all, at this year's White House conference it was recognized that children need contemporaries for proper development, and that home life is not the all important factor in the development of a child.

All of us must, and I believe will, do two things in the future. First, we will clean our own backyards before we start complaining about the neighbors, and secondly, as soon as that job is done, we will start borrowing from and cooperating with those neighbors. When that time arrives, we will be doing a better job of educating the children in our care. The longer our disagreements continue, the longer will the deaf child be the loser. And, for the sake of our future deaf adults, we cannot afford to be bickering.

Let's return to the major subject of this talk—speech. That, too, we will have with us in the future. We are all going to be teaching speech, and we all will want to do a better job of it. I know of no one who is completely satisfied with the speech of the deaf child today, be he from the residential school or the day school.

Undoubtedly the greatest boon to speech teachers has been the use of amplified sound. The group hearing aid is a necessity in every classroom where there is a child with even the remotest chance of hearing. This is no place to economize. Admittedly, price is no criterion, but if one aid will, in actual use, reach 6 out of 10 children and give them the beginning of hearing, while another aid, a bit more expensive, will reach 8 out of the 10, then the additional cost is worthwhile, and the lesser cost is partially wasted.

Individual aids will increase in use in our schools, too. More and more of our children should be returned to the public schools as our use of hearing aids increases, and as the public schools become more and more conversant with the needs of the hard-of-hearing child. The number of hard-of-hearing children in our special schools should decrease correspondingly. The residential schools have been criticized for having hard-of-hearing children in them, but the main reason has been that the public school has not been ready to give the extra attention necessary for them to make satisfactory advancement. This is

one place where the amount of cooperation between the special school and the public school must be increased.

Let us not forget that we still have deaf children—those who just don't have sufficient hearing to use amplified sound for the comprehension of speech. Nevertheless, they should have the advantage of using amplified sound. The value here will be in the increased understanding of speech through the recognition of accent and inflection, as well as better accent and inflection in their own speech. In the main, however, these children will have to depend upon their visual and kinesthetic senses to learn speech. Whatever means we may choose to procure speech from the child, there are a few things which I am sure we will be doing in the future which enough of us are not doing at present.

At this point, I wish to make it clear that the ideas and suggestions offered throughout the rest of this paper are not all my own, and I make no claim to them. Many are the results of research at our various research centers, particularly from Dr. Hudgin's work at Clarke School.

Those people who depend on lip reading as a means of understanding others, tell me that deaf persons taught by teachers of the deaf are the easiest to lip read. The obvious reason for that is that the formation of the speech sounds is perfect. The non lip reader, however, has trouble understanding the majority of the products of our schools. Why?

As nearly as I can discover, from my own observations and those of others, there are three main reasons: (1) monotony of tone; (2) poor voice quality, and (3) a labored attempt toward perfection of speech. We might add a fourth, the lack of speech training of the layman, but there is little we can do about that, so we may as well struggle along with his ignorance, and worry about the things there is a possibility of our controlling.

All three of the problems stated above have received, and are still receiving attention from the teacher of the deaf, but in my humble opinion, more and earlier attention should be paid to each.

More specifically, the work of adding accent to the deaf child's speech should start at an earlier period in the child's training than it generally does, and a greater amount of time must be spent upon it. We are so pleased at the utterance of a two-syllable word in sounds which we as teachers recognize as a word that we pay too little attention to the accent. Accent is a greater aid to comprehensibility of speech than perfection of element formation. The moment a child has one vowel which he can say clearly and well is the time to start working on accent. With the advent of the first consonant, opportunities for accent work multiply enormously. Accenting, even when it is incorrect, is less boring than monotony.

Preparation for phrasing in speech should be started as soon as the child is able to utter three or four syllables in succession. Breathing, that is, knowing how to breathe, and being able to breathe correctly is the primary concern. Later, as language develops, it is important that the child know how to phrase correctly. This can be instilled by proper coordination of language work.

The poor voice quality of so many of our children can be improved by the correct use of amplified sound, but that in itself is not enough.

Much of the poor quality is the result of tension—physical or mental—which the child acquires as soon as he or she knows that he or she must “talk.” That can be eliminated partly by the removal of tension on the part of the teacher, and by a free classroom atmosphere. Here again breathing is important—and an open mouth. Once the quality has been established incorrectly, it is much more difficult to change than if it has been established correctly in the beginning.

My last observation is perhaps the most important. That is, the labored perfection of speech. We spend so much time teaching elements correctly and demanding the correct formation and sounds of the elements that we don’t take time off to teach the child to speak “incorrectly”, in the manner of hearing people. Most of us aren’t teaching speech as we use it—we are demanding much more care and perfection. We slur our vowels, and barely hit the consonants. We run our sentences together—at least our phrases—as if they were one word. “Mother” is one word—two syllables, yes, but one word. Why can’t we get our children to give us one word—mu’tlu—instead of the definite, unaccented “muu thuu” we so often get? “I went to town” is a sentence, but only four syllables, and pronounced as one word with the accent on the last syllable, it is much more comprehensible. “Twentotown.” Combinations of this type are not getting the necessary emphasis in our schools. The children should be taught and have practice on the elisions which occur in sentences as well as in words. We should forget some of the precision which we have drilled into our pupils. Make greater use of the natural vowel for unaccented short vowels, perfection here is useless. You don’t pay much attention to them, why make the pupils do so? Let us drop some of our incomprehensible perfection and have a little comprehensible imperfection.

Dr. Hudgins, in his paper published in 1934 listed five abnormalities in the speech of the deaf child, then compared with that of the normal child. Those were—

- (a) Extremely slow and labored speech, usually accompanied by high chest pressure with the expenditure of excess amounts of breath.
- (b) Prolonged vowels with the consequent distortion of those sounds.
- (c) Abnormalities of rhythm.
- (d) Excessive nasality of both vowels and consonants; and,
- (e) Improper functioning of consonants with consequent addition of extra syllables between abutting consonants.

This study was published almost 20 years ago. I wonder how many of our schools are making use of it.

In these few minutes, I haven’t offered you any new or original ideas. But if I have been able to remind you that perfection can be carried to a fault, and that we do have to do more in the line of accent and phrasing, to say nothing of inflection and rhythm, then our time has been worth while.

For those of you who are wondering when we are going to stop taking time out for speech and teach more subject matter, and whether it is not better for some pupils to be dropped from the formal speech work entirely, and if so whom, I have nothing to say except that others are wondering the same things, and some day there may be someone who will give us an answer. My only remark is that until that time, we will be in a constant state of compromise. We do have to remember that our 5- and 6-year-olds will grow up in 12 or 15 short years and be leaving school. During those years, we must give them

the speech which they need, but at the same time we have to teach them something to say and the language in which to say it. I am not prepared to say what the proper balance is.

One final word. These remarks of mine are not for the new teacher only. They are for the experienced teacher, especially. You, with your years of teaching, should be incorporating the work of our research centers into your own work—changing, adapting, integrating, noting criticisms, evaluating them, using them for the good of the child. The new teacher cannot do this, she still has to acquire that experience which you already have. Individually, we can't stop growing, it is bad for us, but it is worse for the child. Just because we have tenure, and are sure of our jobs, is no reason to stagnate. We owe it to ourselves to continue our professional growth until at last we, too, fade away.

The only draw-back to my making these last remarks here is that the stagnating teachers are not the ones who are hearing them. [Applause.]

MISS MOORE. Thank you, Mr. Douglas. Mrs. Olson, are you ready? Mrs. Olson is going to demonstrate for us this morning the Speechmaster. Somewhere along the line I don't believe that we have been resourceful in thinking up new things. We have been doing the same old thing over and over and over, but Mrs. Olson has come up with something that is new and I think that you should see. Mrs. Olson.

THE SPEECHMASTER

(MRS. FRANCES F. OLSON, Nutley, N. J.)

It is both a privilege and an opportunity to be here today to introduce the Speechmaster to you. A few years ago as I sat in a speech correction class at Western Reserve University, I found myself very much at a loss when we came to that part of the course in which the various tongue positions were being discussed. In order that I might more readily fix these facts in my mind, I went home and with a bit of ceramic clay I attempted to make the lower and upper jaw and palate. I then devised a very crude mechanism which would operate the tongue showing some of the positions. This was only for my own use and was not exhibited. I soon discovered that the majority of the class were as lost as I had been. I thought if this is so difficult for adults and school teachers at that, how absolutely unfair it was to expect handicapped children to visualize or to understand what we wanted them to do.

In the fall of that year I enrolled in a class for speech for the deaf under the direction of Mrs. Rachel Dawes Davies. I watched her work with a demonstration class each week and came to realize that these children needed the same help that I had needed the previous summer. I then brought in this humble creation to show Mrs. Davies and she exclaimed that she must have one. That morning she worked with a deaf boy about 14 years old who had been in a school for the deaf since he was very young. Mrs. Davies endeavored to get the NG sound and she knows all of the tricks of the trade but she could not get it. She thought of this device carefully put away in the box. She went over to the box and took out the model and placed it on the arm of the chair where the boy sat. She said, "third lever." The boy

pressed the third lever and as he did so he imitated the tongue movement with his own tongue and out came "NG." The teachers watching the demonstration just let out a scream because we were all tense with anxiety hoping that the child would come through with the sound. The child could not understand why the excitement because he did not realize he had given the sound we wanted to hear.

After that experience I realized that there were possibilities in the speech field for both the deaf and hard of hearing. The work to develop this device, which I realized was the only visual approach to the speech problem of these little children handicapped by deafness, then began. It has been a long and at times a discouraging road but invariably something would happen to make me want to pick up courage and go on. I tell you these things so that you will understand the background and know that the Speechmaster was created because of a felt need and not as a commercial enterprise. I want to express my deep and sincere appreciation to Dr. Warren H. Gardner of WRU for his most valuable help, for the time and effort which he gave most graciously to the development of the Speechmaster. I am sure I would have given up had it not been for his encouragement when disappointments came to me.

As you see here, the Speechmaster is a life-size model of a child's head made of clear lucite. In this head is placed a mechanism with levers which operate the tongue. The palate is made of clear lucite in which has been cut a triangular-shaped hole and into which is fitted a triangular piece which may be raised and lowered representing the uvula. The one cheek of the face is removable so that the child may see very clearly the movements of the tongue. At the back of the neck there are five levers which are numbered. Lever 5 raises and lowers the uvula as in all nasal sounds. It may be used to show what is meant by lowering the soft palate in speech correction with cleft palate cases. Lever 1 raises the tip of the tongue as for T, D, L, or N. For T the movement is quick and touches the teeth lightly; for D the tip is raised to the tooth ridge and with voice which is shown by pressing the small electric switch at the side and back of the neck. This switch causes a small vibrator which is attached to a movable piece of plastic in the relative position of the larynx, to vibrate. The deaf child places his hand on the piece of plastic and realizes that it is a voiced sound. The L position is shown by lever 1 also and the N position is shown by pressing lever 1 all the way down so as to flatten out against the alveolar ridge. The alveolar ridge is shown by a ridge which is pressed into the plastic and also by a broken red line. Lever No. 5 is pressed at the same time lowering the uvula for nasal sound.

Lever 2 shows the position for J and Ch. Press the vibrator switch to show the voiced sound and the air lever for the breath sound. Lever 3 shows the position for K and G. Press the vibrator switch for voiced sounds and air lever for K. Lever 4 curls the sides of the tongue for the first part of the position for R. At the same time press lever 1 which raises and throws the tongue back for R. Press lever 4 and at the same time raise the tip of the tongue slightly and we have the position for S. By slightly pressing levers 3 and 4 at the same time we have the position for H with the tip of the tongue down. The relative heights for the back, front, and lateral vowels can also be shown. The NG position is shown by pressing lever No. 3 and at

the same time lowering the uvula by pressing lever No. 5 for the nasal sound.

The child so very often draws back the tongue from the back of the lower teeth so as to get the tissue for contact with the palate for the back tongue sounds as K and G and NG. If the child does this his tongue is not in position for the final consonant such as T or D or N and as a result we have very poor speech. We actually raise the back of the tongue by the back tongue muscles and the side muscles. We keep the tip of the tongue back of the lower teeth. This may be easily shown to the child by pointing to the tongue remaining back of the lower front teeth regardless of the position of the back part of the tongue. There is a closure shown between the sides of the tongue and the teeth also. Where there is sound substitution we can show the child that the tongue moves from the tip to the back position as in "take" and from the back to the front as in "good" and the position for "did" is repeated by the tip of the tongue, and so forth.

The child who says "cake" for "take" cannot understand what he is doing wrongly but when he sees it on the Speechmaster he understands what his ears fail to help him detect. The same is true in the case of a child saying "gid" for "did." The other day I had a child who said "show" for "snow." I said, "No, it is 'snow'." He said "So." I said, "No, 'snow'." He had then noticed I raised the tip of the tongue, so he said "Slow." He turned to me and said, "Where is the head?" I then took it from the case, which I should have done before but had failed to do so, and I showed him the "S" position and then the "N" position. He said, "Slow" again and so I said, "You make that fellow say 'snow'." He pressed the correct levers and when he felt the movement and was concentrating upon the movement he gave me "snow." A few lines farther down on the page he came to the word again and he said, "Show." I said, "No" and went to show him on the Speechmaster and he took a hold of my hand and said, "I know, I know." He sat and with his eyes on the tongue and palate of the Speechmaster he said, "Snow." The same child said "rabbin" for "rabbit" in his auditory training work but as quickly as he saw me give the "T" position instead of "N" he said "Rabbit."

Another child says "ken" for "ten" which is easily shown. Another child says "hweny" for "twenty," et cetera. I could cite dozens of cases which are very similar. Hearing aids are wonderful but we do not know how accurately they hear the sound and the Speechmaster shows the child and the two together help to do what all want to have done.

We have all seen the little child who becomes bored with the monotony of words which are meaningless to him as we endeavor to get him to give the correct sound. The teacher becomes exhausted and frustrated not because the child does not give the sound but because she fears that she has failed to put it over to the child. The teacher does not mean to express her disappointment but in spite of ourselves we express our feelings by our actions if not by words and the child feels the teacher does not like him because he has failed and as the teacher says, "All right Johnny take your seat and Bobby come up and see what you can do." Poor Johnny is discouraged and heart broken because he cannot understand why his teacher seems so unhappy toward him.

The Speechmaster is a teacher-pupil aid. When the child's atten-

tion is away off in space I say, "All right Johnny, you make this fellow do that." And immediately the child who has felt like a failure becomes important and he is determined to make that fellow do what is expected of him but for a second he feels as if he has been caught napping. I quickly tell him again as I operate the levers and you will see his tongue falling into the same pattern as the model's. He then forgets the teacher and is interested in what the model is doing and with all of his attention centered on what the tongue is doing he gets a clear mental picture of what is expected of him. The teacher also forgets the child and she is interested in watching to see if the model's tongue is correct. When she sees her directions carried out in the so-called third party, she relaxes knowing that Johnny sees what she wants him to do and the rest is up to him. She has forgotten her anxiety and can turn to the child in a calm and pleasant manner and say, "Now Johnny, when you have finished your arithmetic, you may go over to the table and work with your friend and see if you can do as he does." The speech lesson has come to a pleasant conclusion and both are happy. The Speechmaster shows the child what the teacher cannot. The child sees what he should do. The tension and anxiety is gone and the schoolroom is a pleasant place as it should be.

The Speechmaster is a parent-teacher aid. When I demonstrate the Speechmaster before the PTA group, the parents are checking on me through the entire demonstration. They are amazed to discover just what it is they have been doing for years, when they talk. They then have a sympathetic understanding of both the teacher's problem and the child's problem. They feel the necessity of being more patient and of giving the child the opportunity to answer orally rather than by signs or pantomime.

The use of the Speechmaster in a teacher training program is very evident. The entire process of learning the tongue positions is speeded up. The student can readily see what is necessary to do in correcting the child's speech. The Speechmaster is a very tangible assistant when the beginning teacher goes into her classroom. She is now able to show the child what she wants and at the same time continue talking and explaining to the child.

The handicap of deafness is to me, and I am sure to all of us here today, the most tragic of all handicaps. There are fewer aids in the teaching of the deaf probably than in any other field. It matters not in what part of the world the little deaf child lives, his parents are always looking for any and all possible help they may find. I can think of nothing more gratifying to a teacher than to know that she has been the means of helping such parents in their anxiety and such children with their handicap.

I am most happy to report that the Speechmaster is not only being used in the field of the deaf but also in the speech-correction field. Miss Berry of the junior college in Cicero, Ill., wrote me not long ago saying that the Speechmaster had been invaluable to her in teaching delayed-speech cases, cerebral palsied children and severe articulation cases as well as in teaching displaced persons who are learning the language.

The Speechmaster has created interest in the far corners of the world, it seems, thanks to the wonderful publication, the Volta Review. I have had inquiries from as far north as Oslo, Norway, and

as far south as South Africa, as far west as Australia and Hawaii and as far east as Egypt. I have also had inquiries from the Netherlands and England.

It would be a source of pride and joy beyond description, if we the teachers of the deaf, in these United States, could give to the world a device which would help to make the lives of these little deaf children and those of their parents, brighter, happier and fuller. I feel that we can do just that by cooperating and developing various techniques in using the Speechmaster. The Speechmaster is not magic, it is simply another technique. It has taken 4 years of hard work and disappointments, time after time, to get this product on the market but it will be worth all of that and much more if its potentialities are recognized and developed in the classrooms. [Applause.]

Miss MOORE. Our next speaker is Mrs. Hortense Barry from Junior High School 47. Mrs. Barry will read a paper prepared by Miss Alice Rooney of Junior High School 47.

A FEW MUSTS THAT CONTRIBUTE TO INTELLIGIBILITY IN SPEECH

(Miss ALICE ROONEY, teacher, Junior High School 47, New York City; read by Mrs. HORTENSE BARRY, teacher, Junior High School 47, New York City)

A convention is a time for us to make an inventory of our attainments and goals as educators of the deaf. This is pretty inclusive and, lest we get lost in its complexity, suppose we concentrate for now on our attainments and goals as teachers of speech.

There are "musts" and "near musts" that all go toward successful speech teaching and I suppose if one took the time to fathom an exact order of priority such a listing could be made. No matter by whom the listing was drawn up, it seems that all thinking people would have to put as No. 1 the teacher. She or he is a pretty important person and the weight of responsibility does not lie lightly upon him.

What must he do or be in order to contribute to intelligible speech of the deaf child?

First. He must know his subject.

Second. He must know his children.

Third. He must know how to teach his subject to his children.

By knowing his subject is meant a thorough working knowledge of vocal and articulatory processes, understanding of the anatomy of the ear and vocal mechanism, information on hearing aids and mechanical devices that are contributing so enormously to the speech of our deaf children.

If the teacher is really to know his subject he must not interpret it narrowly. While he is primarily concerned with teaching speech to the deaf, he is restricting his viewpoint by not thinking of speech in general. The people in the speech field have recognized the interdependence of the teaching of speech and the teaching of speech to the deaf when they changed the name and scope of a leading magazine to include both groups.¹

Just as we feel that deterioration sets in with the children when their speech knowledge is not added to, this is much more true with teachers. I imagine each one of us has his own bible on teaching speech that he re-reads and re-reads and interprets anew in the light

¹ Journal of Speech and Hearing Disorders.

of his experience and professional growth. In addition to this he must keep abreast of other readings in his field. What are the men in the laboratories coming out with that may be used by us? What are the medical and surgical doctors doing that may help even one of our children?

Our subject will never become dull if we really interest ourselves in its many facets. This interest will promote a zeal for teaching speech to the deaf which must yield success.

Knowledge, method, equipment, and philosophy all are cold and lifeless until humanized by the skill and warmth which the alert teacher brings to his job.

Another important "must" as was said at the outset, is that the teacher must know his children. He is teaching the whole child hence he must know the whole child—his physical record, his emotional adjustment to the people and things in his environment, his adaptability socially and his intellectual ability and what he does with it.

It is on this last-named component of the deaf child's make-up and its application to middle and upper grade speech that we might dwell for a few minutes. As educators, we recognize the readiness factor in all phases of learning and we have come to know that a disregard for normal indications of readiness deprives teacher and child of the fun of teaching and learning when the stage is naturally set. In teaching middle and upper grade speech have we overlooked the deaf child's ability to understand more about the reasons for some of his speech faults? Supposedly, when he comes to the middle and upper grades the speech foundation is well laid. It is our job to add to the advancement of each and every pupil but we all know that the early grade work has to be gone over again and again. We know, too, that mere practice does not make perfect, it only makes permanent.

Luster is added to the speech lessons at these levels if we attempt, with the children, to intellectualize their attainments and shortcomings. We start off in the school year by having a speech analysis test on each child. Here the teacher makes notations on a previously prepared chart and a tape recording is made as each child talks. The teacher will have time to listen to this later on and it will serve as a comparison between September accomplishment and June improvement.

When the testing and recording have been finished, talk over with the pupils their accomplishments and the goals you think they might reach. Analyze with them their shortcomings, try to get them to understand where they are wrong, how the error is being disastrous to intelligible speech and their responsibility in correcting it. Get them to evaluate their own speech and that of their classmates. Personalize their speech. Get the children to think that good speech performance is about the most important thing they can do.

But to do all this we must first know well the children we teach. It is our job to take each child where he is when we get him. This includes even the child who comes to us in grade seven or eight from a school not committed to the teaching of speech. Each child is an individual and as such we must treat him.

The teacher "must" know how to teach her subject to her children. This is just as true today as it was a generation ago or a century ago.

Speech must be taught to the deaf, it can't be caught. However, there is some difference in our thinking and this has resulted in the improved use of group hearing aids and the increased use of individual hearing aids by children with impressive hearing losses. Slight amounts of hearing have been stimulated by consistently following a program of auditory training. We no longer hold with a view expressed a few decades ago by a renowned educator, "But no deaf-born child has any tone concepts. He is incapable of receiving sound percepts as auditory experiences; furthermore he has no controlling ear with which to adjust whatever vocal sounds he may attempt to make."² This expresses a milestone in our thinking but the present-day picture in no way negates the necessity of applying the best method in the teaching of speech to the deaf.

It is to be hoped that a firm speech foundation will have been established when pupils reach the middle and upper grades. If this has not been done, the teacher of these grades must do it. If words or sentences reveal inaccuracies in the execution of breath or voiced consonants and disregard for vowel positions, all the work in the world on rhythm, accent, or phrasing, will not produce intelligible speech.

A school must be speech-minded. It must be committed wholeheartedly to the teaching of speech. As the youngsters reach middle and upper grades, content subjects often take the time formerly given to speech. In order to counteract this, make every lesson a lesson in speech. Use hearing aids at all times. Feature speech in the auditorium and hold youngsters responsible according to their individual capacities.

A well written, flexible, functioning speech course of study is a "must" in a school for the deaf. A good course of study is written with the idea of establishing a foundation and adding to it from grade to grade. Unless the work of each new grade is merged with the work of previous years, the end result will not justify the expenditure of time and effort.

Speech correction, increased vocabulary, accent, phrasing, rhythm, correct breathing, intonation patterns and smoothness of consonant combinations make up the work of the middle and upper grades.

The initial teaching and the provision for drill of the above-mentioned components of speech must be done in periods wholly dedicated to the teaching of speech. The approach is the same as used in earlier years, namely; the tactile, visual, auditory, and kinaesthetic. The kinaesthetic approach can be a most valuable asset to the deaf child. If he is taught to get the proper feel of correct articulation or voice placement within his own speech musculature, he has acquired a valuable self-help. Until this is established and until he has incorporated the kinaesthetic within his own know-how, have the child close his eyes and encourage him to concentrate on the particular speech objective of the moment. The tactile approach is used and justifiably so whenever the situation calls for it.

No program would be complete on any level without the inclusion of rhythmic patterns. Different schools have different approaches which include the use of the piano, rhythm bands, precision drills,

² Haycock, p. 57, *An Essay on Experientia*.

choirs, and dances. All have for their purpose to give tone and feeling to speech and remove the plaintive quality that can characterize speech.

Are those of us in the middle and upper grades getting as much out of hearing aids as we might? Have we established proper incentives for listening? If we can't answer these questions affirmatively we are not capitalizing on a valuable means of improving the speech of our deaf pupils. Time must be given to the training of residual hearing. Exciting things have happened as a result of painstaking, consistent auditory training. Not only has word discrimination been the result in some cases of profoundly deaf children, but also there has been a great psychological and emotional uplift for pupils.

As teachers of upper-grade speech we can't afford to be extremists. We can't afford to say that perfect articulation to the disregard of pitch, intensity, quality, and their components will produce intelligible speech. Then, too, we can't dwell on intonation and rhythmic patterns and give back-hand attention to articulation and hope thereby to produce intelligible speech. We must attend to speech in its entirety.

Each grade is a link in the chain of speech and in order to assure an unbrokenness in this chain, there should be a competent person in each school charged with the task of supervising speech from the preschool through the highest class. This job would be a full-time one and should not be given as an extra assignment to an already busy person.

There is great need in middle and upper grades for evaluation and testing. In all grades from the first to the last, the teacher should test the speech of the children by listening to them, not by looking and listening. Here the child is put to it to exercise his best working knowledge of speech and the teacher can't help but develop a discriminating ear which is a requisite for a speech correctionist.

The same test could be given at the beginning of the school year to all classes of the middle and upper school. It would include the common articulatory and voice errors that contribute toward unintelligible speech. As was mentioned previously this test would be done on the tape recorder and around its results the teacher would plan her work for the year. A similar test given at the close of the year would have to reveal improvement if speech were really taught according to plan.

And so, the above are the "musts" that contribute to the intelligibility of speech of middle and upper grade deaf children, as seen by one teacher and some of her colleagues. It is to be hoped that teachers will have an opportunity to exchange ideas with one another at this meeting on the all-important problems of speech. The teachers are the ones who are doing the job and their interest in maintaining and improving the speech of the deaf is paramount. Thank you. [Applause.]

MISS MOORE. We are assuming that all of you are just like children. Your interest seems to wane at times as is evidenced by the fact that people are getting up and leaving and coming in and so forth, so we have tried to vary the program so we would have alternating types of activity. In line with that, instead of having you listen to another paper, we have asked Mr. Goldberg to give us a demonstration of the Chromovox. As I said a moment ago we have a feeling that we are not doing too many new things, and on that basis we are

always pleased to see anything that evidences interest on the part of anyone to do something new for deaf children, so Mr. Goldberg will show you at this time what he is trying to get in line for better speech for deaf children.

(Demonstration: The Chromovox—Herman Goldberg, director of special education, Rochester, N. Y., public schools)

MISS MOORE. Mrs. Pearce from the Missouri school is going to give us a demonstration of some work with a primary class from the school at this time.

(Demonstration: A primary class—pupils from the Missouri School for the Deaf, Mrs. Mary French Pearce, teacher)

PANEL DISCUSSION—SPEECH FROM VARIOUS VIEWPOINTS

Presiding: Miss Lucy Moore, Western Reserve University. Members of panel: George Fortune, director, Cleveland Speech and Hearing Center; Mrs. Charles Baird, Overland Park, Kans.; Miss Mary K. Van Wyk, director, Sunshine Cottage, San Antonio, Tex.

MISS MOORE. We are going to start off on this panel by letting each person tell you what he or she should have in mind about a specific trouble. We have tried to cover the field of speech from various aspects, and we want you to have some idea what the parent thinks of speech. We want you to have some idea what the community service agency thinks of speech, and I am sure you all know what schools think of speech, but we are going to put Mrs. Van Wyk on and let her tell us what she thinks about speech, and since we are so familiar with school, I think we'll let Mrs. Van Wyk start and tell you about the responsibility of the school.

MISS MARY K. VAN WYK (director, Sunshine Cottage School, San Antonio, Tex.). As far as what the school is responsible for, it's responsible, of course, for giving a child a basic knowledge of speech. However, when we organized Sunshine Cottage, we organized it with the idea that speech is not a job just for the teacher. The teacher working alone is never—I shouldn't say never—but is not going to meet with a great deal of success with a majority of people as far as teaching them speech that will be good enough that the child is confident in his ability to speak. For that reason we have a very active parent-participation program. The parents for at least 1 year, and usually 2, are required to come to school for 1 day a week with their child. I don't believe in all this talk about speech being something akin to magic so that only those of us who are in the inner circle can do anything about the child's speech. I believe the parents can do a great deal. I know they can. For that reason our parents come 1 day a week, and I do the parent-training program. Our children are supposed to speak not just during school hours but 24 hours a day. I think we are proving that children can learn to talk. I believe we owe it to every deaf child to teach them to talk, and talk understandingly. If we don't give them this we are training them to live in a very small, limited world, where they are friends only with the other deaf. For that reason, I think as teachers of the deaf we have a great responsibility and we should not be satisfied with anything less than to understand the speech of our children.

Miss MOORE. Thank you. I think without any further comment we'll just let Mrs. Baird go ahead and say what she has to say about parents.

Mrs. CHARLES BAIRD (Overland Park, Kans.). I am going to tell you some of the ways we can further speech and speech reading in the home, and since it is vitally important none of us can work too hard toward that goal. I am the mother of five children, four with defective hearing, three teen-age girls and a boy 4, and he attends the preschool in Kansas City, and the girls the Kansas State School for the Deaf in Olathe. First, I would like to say that I wish that I had had the benefit of preschool when my teen-age girls were young—were preschool age. They do have good speech, and they also talk at home. Though they do know sign language, they never use it at home. Their speech is good, but it does need correction, and that is something we always do in the home when we have inferior or incorrect speech; right at the time we correct it, and they have considered it instructive, or constructive, and take it good-naturedly. Instead of having a set time and place where we go for a lesson with the preschool child, I use the opportunities as they present themselves during the day, such as in our case, "Feed the dog," "The baby is asleep," or "Our daddy likes to fish," or on your short sentences with one or two words which the little child has learned or is using. Last summer we sent our girls to the Kansas City Art Institute, and I felt that helped them a lot. They had to talk. They were hearing students, and of course, with a hearing instructor there was no other means of communication. We did do quite a bit of routine work when the baby—I still call my 4-year-old a baby—anyway, when he first started in preschool we did a lot of routine work, such as matching pictures or imitating expressions and things like that, but now I only try to use the speech that he knows, and his speech reading—all through the day, for instance, he had been with his father, and I found a large picture in the paper. We cut that out of the paper and we used the word "car" because he had learned that at the races, and he knows the object "car" and the word "car."

We have pictures of a woman that worked in the school. We cut her picture out of the paper, and Miss Heller, our director, we found her picture in the paper, and these were all put in a notebook that is his. The thing my child is mostly interested in—I suppose I work more with the small child—but anyway, I find that the thing he is mostly interested in is the thing that is personally his, these pictures that we cut out, and what they represent to him. They represent a personal experience, or object of his own, and there is incentive for speech. Our little boy has a bike, and I cut the picture out of the Montgomery Ward catalog, and I took it to school for our teacher to mount and teach. I expect her to teach him the word "bike" or "bicycle." "Bike" is much easier for the preschool child. I believe that is all I have to offer.

Mr. GEORGE FORTUNE (director, Cleveland Hearing and Speech Center). I will start right in. I think I would like to add just one thing, however, to my title, and that is, we are a community-chest agency affiliated with a university where we are doing a training program. Incidentally, Miss Moore is in charge of that training program for teachers. It seems to me, imbued as I am with the community-chest idea, with no duplication of service, and due to the fact

we should work as a team in the community, that we have an excellent opportunity in the Hearing and Speech Center to do something about speech. We feel our area is the supplementing area. For example, we pick up the children at 16 months of age and place them in a nursery program which runs to the age of 3, at which time they are eligible for public schools in Ohio. We feel here the opportunity is to provide the situation which will stimulate speech in the totally deaf child. Our referrals are mainly from doctors, and again we have an opportunity in this kind of a program to evaluate these children at a very early age, and perhaps to decide somewhat what their future is going to be in school by lipreading skills and behavior. The parents are there each morning.

We have seminar discussions of what is seen through an observation window and reading which may be felt necessary for them so that here you see a pretty much triple-threat program. You have heard Mr. Douglas talk about the necessity for cutting down the tenseness and pressure and that sort of thing which affects the speech of the deaf child. You have heard others say we have got to help the parents to understand what should be done, and where should they leave hands off. What better way do we have than a speech clinic to interpret to parents what we mean by these things before damage to the child is started? The opportunity then is there to explain to them; to interpret to them, "This is what we want you to do. This is what you can do at home. This is how you can do it"; to evaluate the child and say perhaps, "Here is a profoundly deaf child, while here is a child who has considerable residual hearing." So we have an opportunity there to do differentiations, evaluations, and perhaps help the child to get the proper facility as soon as possible. Along the way, in working with the school, we feel we have a supplementary responsibility. People who do not succeed as well as they should can come to us on a tutorial basis. Then they all finish the school, the child is graduated and goes to a job. He no longer has an opportunity for some of the special facilities through an educational program. Who is going to help this deaf child maintain his speech after he is out in the adult world where he has to use it every day perhaps on the job with a large number of people? I think again a speech clinic may have a specific responsibility providing a recreational club program where we keep up the speech; where we help them with speech improvement; where we provide the social situation where speech can be made effective at all times, so again we have a responsibility there for continuing the work, so we have a gradual progress of help as far as speech is concerned. We know the teachers don't have enough time to teach speech and at the same time language elements and all the things that are necessary to the deaf child, so therefore, if we could continue in an adult program, we have another responsibility there. As far as the university is concerned, we have constantly persons like Mrs. Olson who are studying for advanced degrees. It seem to me we always have a responsibility for stimulating teachers for the deaf to develop additional tools and additional techniques which will constantly make the teaching of speech easier, so I feel there is a group of responsibilities which can be carried by a speech and hearing clinic.

Miss Moore has passed the buck, and asked me if I would sort of moderate. She says she doesn't always pass the buck. [Laughter.]

I think one of the things we might be interested in is how early we should start meaningful speech. Miss Van Wyk, do you have anything to say on that?

MISS VAN WYK. Well, I think, like everything else, it varies with the child. In the clinic at Western Reserve they take the children at 16 months. We take them at two and a half, primarily because we can't take care of our waiting list, anyway, and that is where we do our cutting down. Perhaps we are wrong. Some children who come to us at two and a half are ready for speech, and we can teach them speech. The other child at two and a half is just at the point of watching you, and you can expose them but as far as getting anything in return, you do not, and you may not until three or three and a half. However, I believe you should get the children just as soon as you can.

MR. FORTUNE. Mrs. Baird, do you have any reaction to the early development of speech?

MRS. BAIRD. I think—of course, my child was two and a half, and I think they should be taken as early as possible. My girls were taken at three and a half, but they really weren't in preschool. My 4-year-old child has benefited a lot by preschool. He has gone 2 years.

MR. FORTUNE. Miss Moore asked if the little boy who has had the benefit of early speech training has had the advantage over the girls and she said "Yes."

It seems to me we have to think in terms of recognized factors; and we know that all children, regardless of their hearing, have a desire to speak around 14 months. We feel that if we can get them at the age when they have developed mentally, when they are ready for speech, whether it be 14 months or 2 years, that we can do a much superior job than waiting until later. It seems to me this recognized factor is extremely important, and we believe you should begin at the earliest possible time that you think a child is ready. As I tried to explain, we try to elicit speech at that point and start teaching speech as soon as possible. You do it on a catch-as-catch-can basis. You don't sit the child down and teach speech at that age. You explain to the parents you talk, talk, talk all the time in the home and provide a speaking environment. What about the fluency of speech.

MISS VAN WYK. Well, as far as the fluency is concerned, I think we as teachers of the deaf are largely responsible for the fact that our children are not so fluent in speech. I don't think by any means we are entirely responsible. I think one reason is the fact of the teacher shortage, and it has made it necessary for many untrained teachers to be put in the field. They are as a rule given older children, and we know what the speech of our older children is, and know they need speech training just as much as the young ones do. Then, too, we have too large classes in many instances. I don't think there should be more than eight children in a class. I think that is too large, but for economy we can't afford to make them any smaller. I don't believe you can teach speech for a period of a day and have the child leave the classroom and forget it for the rest of the day. I know I took 6 years of French that way, and I would hate to be dropped in the middle of France and have to get around. I think that is why the home help is so important to our children in learning to talk. Also, I don't want to get into a discussion of methods, but I do think many of our methods bore or frighten the children, and speech is not

made sufficiently meaningful to be of interest to the children. Then, too, some teachers—and I think we are all guilty—we have a program and we have got to cover our program, and we get the subject matter and the specialized training is omitted quite frequently.

I know many times at the end of a school day I think, "Well, I didn't do this or that"; all of which I intended to do. We all have that feeling, but I think we should be a little careful. Let's omit the geography once in a while and get in the speech. I think also the lack of the use of the hearing aid, both group and individual hearing aid. I believe they have a very definite place in the education of a deaf child. They help their language and lip reading and are of a great value.

MR. FORTUNE. I know that Mrs. Baird has a few more things to say, but Miss Moore is determined to end this program on time.

I would like to summarize just a little bit by saying here you see a private school and a parent and a speech and hearing clinic, and all feeling very strongly a joint responsibility for teamwork in the problem of speech in the deaf child. We feel it is very important if the teacher is to be given every opportunity to do the job she has to do in a very busy day. It seems important that the effort be distributed, making speech an integral part of every situation, and emphasis being placed on the fact that every child has the right for opportunity for speech which is extremely important in his relationship with the world and as a citizen; the very great importance of parent participation and parents understanding of what we are trying to do in terms of speech, one of the very critical points being in getting fluency in early speech; speech that is not strained, and in getting what we are looking for as a final goal. I think that pretty well sums it up. I would liked to have had Miss Moore answer a few of these questions, but she knows the time is up; so, she is pretty safe. Thank you, Miss Van Wyk, and Mrs. Baird. I think we have all agreed pretty well on what we are responsible for in speech for the deaf child. [Applause.]

MISS MOORE. Thank you very much. In closing, I want to thank everyone who has taken part in this program. If the rest of you are one-half as pleased as I am now in terms of how scared I was before it started, I think you will be satisfied. Thank you very much.

GENERAL SESSION, MONDAY AFTERNOON

(Mrs. Maureen H. Snider, teacher, Arkansas School for the Deaf, Little Rock, Ark., second vice president, presiding.)

DR. POORE. While we are assembling by degrees, there are one or two things I would like to announce. May I read a greeting. [Reading:]

Please accept congratulations and best wishes from the International Council for Exceptional Children on the occasion of your 1951 convention.

More than 100 years of service to the cause of the deaf is an achievement worthy of recognition. Both President Tenny of the Council and I regret our inability to be present for this historic meeting. However, there will be many persons there, who hold membership in common with our two organizations, to help you to commemorate the event.

Best wishes for a most pleasant and profitable convention.

Very truly yours,

HARLEY Z. WOODEN,

Executive Secretary, the International Council for Exceptional Children.

Mrs. SNIDER. For many years as educators we have been trying to find the best way and the best method—and we are still looking for that method—to present language to the deaf child. It is an unusual event that our first speaker of this afternoon's program still asks, "What is a language system?" Maybe he knows the answer. It's a great pleasure to introduce Mr. Lloyd Ambrosen, principal of the Minnesota School for the Deaf.

WHAT IS A LANGUAGE SYSTEM?

(Mr. LLOYD AMBROSEN, principal, Minnesota School for the Deaf, Faribault, Minn.)

With reference to my part on the program this afternoon, I feel somewhat like the young teacher and her difficulties en route to this convention. She became lost in the Ozarks and was forced to make inquiries as to the best route to follow in going to Fulton. The fellow standing on the porch of the general store at this particular intersection of highways attempted to give her directions. He said, "Go to the right 5 miles, then turn left. No; that isn't right. No; that isn't right either." By this time the young teacher was quite confused and ready to give it up altogether. Finally, the local resident said, "Lady, if I were you, I wouldn't start from here."

This is precisely the problem I face. Where does one begin when asked the question "What is a language system?" What do we mean by "a language system"? For the purposes of the program this afternoon, we can assume that the type of language we are talking about is written language. We can also assume that we are concerned with the teaching of written language to deaf and hard-of-hearing children. So, at this point, our discussion is clearly defined with regard to the limits of our discussion. When it comes to answering the question "What is a language system?" we are treading on a subject that has many facets and one which we cannot possibly examine fully in the length of time allotted.

I will venture a definition, however. Simply stated, a language system is a system in which written communicative skills are taught and acquired in such a manner as to meet the requirements demanded in the local situation in which it is used. I full well realize this definition oversimplifies the problem. All of us have discussed and cursed the subject of written language many times, but we never get tired of the question, it seems. Historically, the question is an old one. Allow me to show you what I mean. D. E. Bartlett had this to say in 1851—100 years ago: "In the work of education, the first great object to be attained is the proper development and discipline of mental powers. How this can best be effected is, to the educator of the deaf-mute mind, indeed, the question of paramount importance. If, however, in view of the peculiar difficulties that have to be encountered in the education of the deaf and dumb, it be inquired what we have chiefly to do, we are ready to say, 'Teach them language'; this is to educate the deaf and dumb; and, vice versa, to teach them language."¹ Basically, that is what we believe and are aiming for today, as well as 100 years ago.

¹ Bartlett, D. E., *The Acquisition of Language*, American Annals of the Deaf, vol. III, p. 83.

The most characteristically human thing about man is his ability to communicate with others. Fifteen years ago this was taken to mean speech as the most characteristic communicative ability. The basis for all learning is based on the communicative processes and speech was thought of as the key to adjustment in our predominately hearing society. Today we have returned to the premise that was held at other periods in the history of teaching the deaf, namely, written language as the No. 1 problem. Josephine Timberlake has very neatly pointed this out in the *Volta Review* of April 1950:

Speech and language are by no means the same thing, and language is by far the more important of the two * * *.

Without it (the human being) he cannot express his thoughts, cannot understand the thoughts of others, and usually cannot prove to others that he is able to think. This means of communication is not necessarily speech, invaluable though speech is.

Now then, it is easy to say all that, but the real question is, How are we going to teach language? What system are we going to use? Which system is the best? How many systems are there in vogue today? Fundamentally, they are all quite similar, but each system has procedures and interpretations quite different from the others. I would say there are as many systems of teaching language as there are supervising teachers of primary and intermediate departments or, stated another way, as many schools for the deaf we have in the United States today. Generally, the methods or systems are similar, but the emphasis on particular items vary a great deal. The communicative skills acquired depend on the demands made by the supervising teacher and the teachers under her. At the Minnesota School for the Deaf, the demands made on the pupils in acquiring language are as high as will be found anywhere. The system is based upon action work. The actions are graded according to the level of the grade in school in which it is used. Nouns, verbs, adjectives, prepositions, and so forth, are brought to the child in a manner similar to that of most schools. Action is begun with the intransitive verb, and sentence writing is begun at this time. Later, transitive verbs with objects are introduced, with simple adjectives and prepositional phrases introduced at the same time. In the beginning, single actions are taught. When the teacher feels the children are ready, actions in sequence are introduced. This may be all quite familiar to all of you, but I would add that along with the acquisition of written language, speech is taught so that the children can speak anything they are able to write. Some schools teach one or the other separately, and bring the two skills together later on, while some schools teach language as described above.

At this point, I would be very negligent if I omitted to say that the system in vogue at Minnesota is due to the fine and intelligent supervision and teaching of the former supervising teacher, Miss Josephine Quinn, and the teachers of the school. No greater tribute to Josephine Quinn can be found than that of the written-language accomplishments of the graduates and pupils of the Minnesota School for the Deaf.

Up to this point, I have purposely avoided saying anything about the wing symbols, because I am not sure how to express the thought I want you to get. Without going into great detail on the subject of wing symbols, I would say that it is not properly called a system

of teaching language. The teachers from the Minnesota school would be the first to say that it is a "crutch" that is used to teach proper sentence structure. To be sure, the children learn words and the proper symbols for them in much the same manner as children in other schools drill on parts of speech in other language methods. Wing symbols are used as a crutch to correct the language work of the pupils, with the system of the Minnesota school chiefly made up of drill work on action stories, news writing, dictation of stories, incorporation of words and phrases, vocabulary work.

The key to the success of the system I just briefly touched on is based on one word—drill. The teachers must, and do, drill constantly, until a particular skill is sufficiently mastered or understood before going on to more and more difficult work. Language skills cannot be absorbed by osmosis or some mysterious process. It is based on doing, with doing, the basis for learning. Every school for the deaf must proceed on the assumption that the child knows nothing unless he or she can put it down on paper in acceptable or straight written language. You are all probably familiar with a golfer, bowler, or tennis player that can talk a good game, but in actual performance the action does not measure up to the verbal claims made. In brief, that is why we teach written language along with speech. Most of you have probably experienced a situation in which a deaf or hard-of-hearing child had the ability to talk about a lot of things, but also had a singular lack of ability to put down what he knows in acceptable written language.

At the convention of the American Instructors of the Deaf at Jacksonville, Ill., in 1949, a statement was made during a panel discussion at one of the general sessions to the effect that the written-language skills of deaf pupils of today are not as high as they were a few years ago. If this is true, I would like to see a study made in an attempt to find out why this is so. Some of the teachers in the Minnesota school have raised the same question. I cannot positively state it is true, because I am not in a position to make this comparison. It is a condition we must be aware of in order that we may retain the high level of language teaching we have in our schools.

As a beginning to this problem, I would say that the progress in education might be one reason for it. That is certainly a contradictory statement but, having said it, I would say it again. We are all familiar with the tremendous strides made in education, in public schools as well as in the field of the education of the deaf child. It is the type of progress as is shown by the marvelous textbooks we now have, vast visual education materials, new subjects to teach through better teaching materials, the emphasis on democratic processes for better citizenship, and so forth. I recognize and pay tribute to our educational leaders that are working so hard to improve our schools, and I do not intend to question the value of the progress we are talking about. I would merely point out that the mass of educational materials and things we have to teach, if incorporated 100 percent, in the curriculum of our schools, would sacrifice for us the time we have at our disposal in the development of written language.

Not too many years ago we did not concern ourselves too much over curriculum revisions, because changes did not come rapidly enough to cause concern. We were able to devote all the time that was necessary for teaching language and still give proper attention to other

subjects. Today, with the vast amount of new thinking and new materials, and growing complexity of our society, we must face the problem of what should be in the curriculum with reference to the new and at the same time devote the necessary time to language development. It is not intended that we must resist changes in the curriculum, or be satisfied with doing an adequate job of teaching language only. The demands made on teachers today, in addition to the long-established custom of varied extracurricular activities in the residential type of school, are greater than ever. The present-day requirements for teaching skills are more complex than ever before. Understanding the maladjusted child, techniques in teaching reading to slow-learning children, teaching our children how to live in our most complex democratic society, teaching children how to evaluate and make decisions in everyday living problems, are just a few of the newer and more difficult problems we face today.

More than ever we must make every subject or topic part of a language lesson in addition to teaching factual material as well as educating the child in patterns that will enable him to think. If we can do this, there will be little danger of diminishing attention to teaching language to the deaf child.

A language system, then, is one in which there is competent supervision performed by a supervising teacher in the primary and intermediate grades, in which all the teachers in those grades are thoroughly familiar with the systems used, language principles are well graded for teaching purposes, and competent follow-up in the upper grades in English and grammar classes. There is also the necessity for constant alertness to the proper proportion of time to be spent in language development with reference to other subject areas that must be covered in any curriculum. [Applause.]

Mrs. SNIDER. Next will be a demonstration by one of Mr. Ambrosen's teachers. There has been a change in the program, and Miss Ann Hritz will show how their particular program is carried out in that school.

(Demonstration: A primary class—Pupils from the Minnesota School for the Deaf; Miss Ann Hritz, teacher.)

Miss Hritz (opening remarks). I don't have much to say, but Dr. Poore said last night achievement by the past helps build the future, and that is how we feel in Minnesota about the language system we use. It's been used many years and we feel the achievements that have been made in the past help us to build the future, and mainly we use the lip-reading stories or speech-reading stories, bringing in the experience of the children words they notice to express themselves. All vocabulary-language principles are taught by lip-reading stories or speech-reading stories, plus a great deal of action work, and naturally we find out that our children in the class are from a rural area, or from the city, and from their home life you can tell the vocabulary they want to use to express themselves and teach the words they need to know. I said we do an awful lot of action work, so this afternoon we are going to have some action.

(The demonstration then proceeded.)

Mrs. SNIDER. Seeing a method in use is certainly believing, whether or not you use this method or some other, but any method that enables a child to correct his own work as this was done, certainly has the merit, but if you still don't believe Mr. Ambrosen and his ideas and

system are feasible, he has brought another teacher from his school with a group from the intermediate classification, so it's a pleasure now to introduce Mrs. Sommer and her class from the school.

(Demonstration: An intermediate class—Pupils from the Minnesota School for the Deaf; Mrs. Elizabeth Sommer, teacher.)

Mrs. SOMMER (opening remarks). I have three of my sixth-grade children, and I selected these three children because they are all deaf, and they started out in the Minnesota School. I think I will have each one of them tell you their names and how old they are and how long they have been in school.

(Mrs. Sommer then proceeded with the demonstration.)

Mrs. SNIDER. So far all of the language talks and demonstrations have been from the State of Minnesota, so for fear they might go off with the show, we are going to give some other States the next part of the program. We will have a panel, and those participating are from various schools.

I wish they would come forward now.

PANEL DISCUSSION

AN EVALUATION OF THE SEVERAL SYSTEMS OF LANGUAGE TEACHING IN VOGUE TODAY IN SCHOOLS FOR THE DEAF

Presiding: Mrs. Maureen H. Snider, teacher, Arkansas school, second vice president. Members of panel: Audrey A. Simmons, head, lip-reading department, Central Institute; Joseph P. Youngs, Gallaudet College; Verne J. Smith, teacher, Gallaudet Day School, St. Louis; Mrs. Helen T. Dial, teacher, Illinois school.

Mrs. AUDREY ANN SIMMONS (head, Lip-Reading Department, Central Institute for the Deaf, St. Louis, Mo.). Language teaching at Central Institute is based upon relating fixed principles to meaningful experiences. We adhere to no particular system of language teaching and the methods we employ are used as an end to good language, not a means. We do, however, follow a planned approach. By that I mean we are guided by our own language outline but influenced in our selection of the specific vocabulary and language principles chosen at the moment by such factors as interest, need, and the frequency with which it can be used.

We put the analysis on the part of the teacher rather than on the child. After thorough comprehension through lip reading and reading we hope to have made it automatic for the deaf child to put thoughts into words and sentences. Our own language is the result of habit, not analysis. We let that guide us in our preparation, presentation, and drill. We constantly ask ourselves if the methods we use will make the thing we are working for habitual.

Of course, we anticipate through incidental use all new language and vocabulary well in advance of its actual introduction or presentation.

We present language in action work and through interesting experiences and situations. We constantly work for clear mental pictures, try not to accept a hazy statement nor an unnatural or stilted one. We make sure to give a multitude of opportunities for the application of the new, as well as the previously taught, language in all forms of original expression.

After ample time has been allowed, we gradually add more and more complicated constructions, but we remember that in any succession of principles we do not give a new one, which might be confusing, until the ones already taught are fixed.

With the aid of her supervisor each teacher is allowed to devise her own approach to the particular language problem. However, throughout the school department we consistently employ the use of the verb boxes as presented in Crocker, Jones and Pratt. Incidentally, the verbs, upon being presented, are put into a dictionary in which are listed the root, the past and the progressive form, and the past tense is used exclusively by the children in their early years with the exception of a few verbs.

For remedial teaching a six-slate device may be found in use; i. e., the five slates with spaces for subject, verb, object, indirect object, prepositional phrases, and the sixth for the adverbial element of time, manner, or place.

Summing up then, our plan is incidental use, presentation, application, drill or practice, and persistent attempts to hold the child responsible until the language is habitual and satisfactory.

Mr. JOSEPH P. YOUNGS (instructor Gallaudet College, Washington, D. C.). My function in this panel is to discuss the "natural method" of teaching language which is being used in several of our schools for the deaf today.

I must confess that my experience with the "natural method" is limited to visits to two of the schools which employ it in their programs and to readings on the subject in our professional journals. However, as an instructor in English in the college, I have had an opportunity to make a comparison of the language abilities of the students from many schools for the deaf throughout the country and I find that the good work of those who have been trained under this method justify an investigation into its potentialities. Because of the time limits imposed, I shall not attempt to do more than to explain some of the general concepts involved in this method.

The basic difference between the "natural method" and such methods as the Fitzgerald key and wing's symbols lies in its point of emphasis. Wherein the latter aim at straight language through devices for making grammatical construction more easily assimilated, the natural method aims at enriching and widening the child's ability to use natural language correctly without burdening his mind with problems of grammatical form.

The "natural method" is not really a method at all, but a philosophy which holds that the learning of language by the deaf child should approximate as much as is physically possible the same process that is employed by the hearing child and that process is association.

Sometimes it is hard for us to "see the forest for the trees" as the saying goes. An examination of the literature on the education of the deaf reveals that much thought has been given to the problem of language for the deaf child. All the great teachers of the deaf of the past have made serious attempts to find a solution to the problem. Yet, here we are, today, with almost 150 years of history behind us—still searching for the answer. Why? Could it be that we have been looking at the trees instead of the forest? Have we gone overboard into a sea of methods and systems and found ourselves flounder-

ing because we had the oars, but no life boat? I rather suspect that we have.

There is no disputing the great help the various devices and methods have been to the classroom teacher. They have been something concrete upon which to build a language program. We have good results to attest their worth. We have seen in one school after another evidences of the immense faith placed in these methods. Yet, I am wondering if our good teachers might not have had equally good results with their good pupils if they had had no methods around which to build their language lessons. I think they would. For each boy and girl we have who can speak and write naturally, we still have one who says, "I am a ball."

Let me go back to my comment about not seeing the forest for the trees. I am wondering if we have not been trying to find a way out of the language dilemma by jumping at the chance to use each new device that is developed and forgetting how language was learned by most of us. Did we begin our first approaches to language by learning "how many—what color—what" or the symbols for a transitive verb followed by the direct object? No. We learned our language naturally—by association. We heard the spoken words and phrases and read the written words and phrases. Those that were presented when circumstances clearly interpreted their meanings and when proper motivation was present were retained and used. Over and over again we saw and heard each new expression and thus built up our comprehension of and facility with the language. We did this naturally, making many great errors in the process and no one seemed to mind. Cannot we do the same with the deaf child by approximating this system?

One of the important thoughts behind the philosophy of the "natural method" is based upon the fact that the teacher must bear in mind that hearing children learn language through the process of association and that the deaf child must do likewise. This method aims to get away from the stiff, stylized patterns of language that deaf children are encouraged to develop. It attempts to teach them to use common expressions and not those which have been selected as suitable for the deaf. No emphasis is placed upon grammatical construction. They are learned through use.

Language work is paralleled with the constructions found in the readers and primers. This can be done today for current texts are easily adapted for use in the classroom for the deaf. In the readers the stories usually are found in the illustrations rather than in the text. The same situations are treated over and over again with variations making them suitable material for teaching language to the deaf. The grammatical forms of the texts are not considered too involved to teach the young deaf child.

The natural method makes a point to employ the expressions that are used in common everyday speech among the hearing people and does not consider them too difficult for the deaf child. It attempts to develop a sense of innate desire in the child always to be speaking and writing the expressions he reads on the lips, in finger spelling, and in the texts.

As I have said, this paper can only touch lightly on one or two aspects of the "natural method" because of the time limits. For further reading on this method I recommend the excellent presentation

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in *The Volta Review* of May 1944, by Marian Pumphrey Crandall, whom I quote in closing:

The aim is for the young deaf child to begin to use, and learn through use, language forms which at one time were considered too difficult for him. The advantages of the natural method are—

1. It is clear to the child.
2. It enables him to express his own thoughts correctly in the language other people are using.
3. It encourages him to give out language and ideas instead of waiting to have them supplied him.

VERNE J. SMITH (teacher, Gallaudet Day School, St. Louis, Mo.). Our chairman suggested that he would like for me to discuss the relationship between reading and language skills. He posed these questions: First, is one system of language teaching superior to all others in aiding the teacher of reading skills? Secondly, what can a teacher do, regardless of the system of language teaching used, to correlate that system with the acquisition of reading skills?

As to question 1—I am not too well informed on all the systems of language teaching used in our schools today but you and I know that the teachers, regardless of which system they use, are adapting that system to their own individual problems and needs.

We use the Fitzgerald key at the Gallaudet Day School. We like this system for several reasons. I mention only a few. First, we like it because it was developed by an educated deaf person who realized, through her own experiences, the pitfalls and hardships which beset a deaf individual trying to master our everyday language. Secondly, it is a natural, logical progression of grammatical rules built from a simple base to a structure of complex language principles, thus promoting orderly mental growth so necessary to both language and reading abilities.

As we all know, many factors influence the learning program of all children. One of the most important is good language development for if a poor language understanding exists, then we will have a severe reading handicap. All children must have wide experience upon which their language is based and, in turn, their reading is based.

We all realize that there is a very close integration of language and reading. It is difficult to know where one leaves off and the other begins. Acquiring good reading skills depends upon so many things. These are just a few. First, the child must be physically, mentally, and emotionally ready to read. Secondly, he must have a good language understanding gained through the use of his speech, lip reading, auditory perceptions, and reading readiness abilities.

We must always remember that he gains this language understanding through the experiences of all of his activities and play. We must also remember, when presenting reading to him, to use the familiar experience, to interpret and fix the unfamiliar.

You are acquainted with the many devices in our schools today which we all use to first present, and then drill upon live language. I shall not take the time to enumerate them, but in answering the second question offered by our chairman, What can a teacher do to correlate the two skills? I would like to describe some material which we have found helpful at Gallaudet.

Of course, we use charts, charts, charts for topics, experiences, trips, news items, and so forth. Some are for real language development;

others solely for the child's pleasure. We have innumerable sets of cards using several subjects with one verb—

A boy
A cat
A baby ran
A horse

Using double subject with one verb: Mary and John jumped—and so on through single subject, double verb, etc., into little stories of two and three sentences—

Father went to sleep.
A dog said, "Bow, wow!"
A boy said, "Sh!"

And so forth.

Then we use this type of card:

"Many people — to the park every day," and the child is taught to:

1. Determine tense by presence or absence of time phrase.
2. He is drilled on pronouns.
3. Then he is asked for correct form of verb to fill blank.
4. Then to read the completed sentence aloud.

We like to use news items for language work. The kindergarten teacher does no formal work, of course. She talks about the toys, objects, and so forth, brought into the classroom that day, or of any new articles of wearing apparel, and so forth.

In the next class the teacher writes a simple news item on the slate. It is discussed and even dramatized if it lends itself to dramatization. Then the children draw pictures interpreting the item. By the end of the year the teacher is writing on the slate one or more news items. These items are suggested by the children; they draw the pictures, and also write the items under their pictures.

As they progress through the grades, their abilities increase naturally, and they soon write their own items, illustrate them, and at the end of the month combine these daily pictures into books, or as in the case of the chart which I've brought to show you, they mount the pictures on a strip if it is an experience, trip, and so forth, which they have illustrated. These books are kept for a while and are used as each child's individual reader. Thus he reviews his entire month's news. Therefore, the language interests him because it pertains to him individually.

Usually it is everyday language which is practical and live language. The wise teacher incorporates in the news items the verbs, pronouns, and prepositions used previously in the language period.

We have found this a logical and excellent way to correlate language and reading development and so offer it as one suggestion in answer to the question, "What can a teacher do to correlate acquisition of language and reading skills?"

MISS HELEN T. DIAL (teacher, Illinois School for the Deaf, Jacksonville, Ill.). Before considering the strong and weak points of any system of teaching language to the deaf, it is desirable, I think, that we remind ourselves that the children we teach are individuals, and that while a certain method may be very effective with one child, it may fail completely with another. And so, effective teaching, in even one class, may demand the use of more than one method and one approach, if every child is to be reached.

Furthermore, we recognize that any of the systems of teaching language to the deaf are artificial methods, which we use as a substitute for hearing. Even though he lack hearing, if we had but one deaf pupil and could surround that pupil with the influence that the average hearing child has during the period he is acquiring simple colloquial language, we wouldn't need a special method of teaching language—we could follow the natural method absolutely.

But in our schools we have a different problem to meet. Instead of one pupil with father, mother, sister, brother, and friends all acting as teachers from morning until night, we have the problem of from 6 to 12 pupils with 1 teacher together about 5 hours a day, 5 days a week. And this situation demands a systematic program and the use of a method of teaching language.

It has seemed to me that there are three ways in which a deaf child can acquire natural language:

1. By imitation, like hearing children, which is possible to only a few with a strong inborn language sense.

2. Through a love of and a wide use of reading, which unfortunately only a few of our children acquire.

3. Through a strong fundamental course in language principles, supplemented by reading and imitation.

Realistic thinking suggests that as a matter of broad policy emphasis be placed upon the third possibility, that of a strong course in language principles.

We teachers of the deaf are so eager to have our children natural and normal, and to be progressive ourselves, that we are likely to be prejudiced in favor of the system of language teaching we call the natural method, just because of its name. However, we should not be unduly influenced by terminology. There is no natural way of teaching language—language is not taught to a hearing child in a school situation. A hearing child learns language automatically, almost incidentally, through his hearing, before he comes to school. That is, he can put his thoughts into sentences, and he can understand the thoughts of others which are put into sentences.

Certainly, of all of the methods of teaching language to the deaf, the one with the soundest psychological approach is the "natural method." Its basic assumption that the situation should interpret the language is good. I think it is, by all odds, the best method for introducing any language principle.

However, there are some children who need a follow-up of a more concrete and more tangible method. They need a prop or a guide to which they can tie. Perhaps I am more sympathetic to this type of child than are many other people, because I have this same kind of mind, myself. I like rules, and rules help me. For example, I am a very poor speller. I must have seen and written the word "receive" a million times in my life, but I can never write it correctly without first saying to myself, "i before e, except after c." I grant you that it would be better for me to be able to spell it automatically, but I think you will grant me that it is better for me to use my rule than to misspell the word. And so it is with many deaf children: they need a rule, a guide, or pattern for correct sentence order and construction. The amount of repetition we can provide is not enough.

Probably the most widely used method of this type in schools for the deaf throughout the country is the Fitzgerald key. The key is well known to all of you, and so I will not go into the make-up or technicalities of its construction or use, but rather I will summarize some of the advantages and disadvantages of its use.

The same criticism may be made of the key that is made of any of the other systems of teaching language. The key is poor as any artificial method of teaching language is poor. Another criticism which may be justly made is that idiomatic expressions cannot be explained by use of the key. This is a very real draw-back in the teaching of the English language, because there are so many idioms in common use.

On the other hand the key has many very good points. In the first place the key was designed as a visual sentence pattern, as a substitute for hearing, in securing correct sentence order and to be used in developing a sentence sense. It has been my experience that deaf children who are trained in the use of the key have much less jumbled sentence order than others.

The key is developed and grows with the child's growth in language needs, thus providing for and promoting mental development and judgment.

The key is excellent in showing the relation of the modifying elements to the words they modify, as well as their functions in the sentence.

By using the key, the child can help to express his thoughts in correct sentences by following the order of the key words, and by the use of the key he can correct his own errors.

The key may very profitably be used in the teaching of all subject matter, such as history, geography, and science, and is of particular value in question work.

The key may be used effectively with the slowest child in the class as well as with the brightest.

And what, in my opinion, is the greatest of all benefits to be gained from the use of the key—it builds up language according to meaning, rather than grammatical structure, and thus is a great aid in teaching reading as well as language.

It is my feeling that in the lower grades the key should be used to build up language, and in the upper grades as a corrective measure and for the explanation of new grammatical structures.

Whatever method we use in teaching language we should remember that we are teaching language and the use of language and are not teaching a method. It is easy to become so involved in the mechanics of any method that we confuse the means with the end. All methods of teaching language were designed to produce correct grammatical sentences, but in addition to that, we must not neglect what, for want of a better name, I call appropriateness of language. I had an experience this spring which illustrates what I mean better than I can explain it.

For the past several years I have been on the faculty committee for the older girls' literary society in our school. The girls always open their meeting with a prayer, and it has often seemed to fall to me to write the prayer. It is really very difficult to write a prayer—you are more or less limited, so I decided to have the girls write their own prayers. When a very bright little girl named Gladys came in

and asked me to write a prayer for her, I suggested that she write her own prayer and bring it in for me to correct. Gladys, apparently not feeling as inadequate as I did, agreed readily. And the next morning she brought her prayer in to be corrected. It was really pretty good. She began, "Dear Father in Heaven, please help us to improve in character, and help us to be good. Please make us thankful for all our blessings," and then I was amazed to read, "we all send you warm regards. Amen." [Laughter.]

Well, there was nothing grammatically wrong with this prayer, but my point is, even correct grammatical sentence structure is not enough. In addition, we must teach our children when and where to use this correct sentence structure.

In conclusion, it is well for us to remember that no one system of language teaching will guarantee good results with all children. I am afraid that I am not a very good salesman for any one system, because it is my conviction that a system of language teaching is always secondary to the teacher, and that a skillful teacher with a good underlying philosophy of teaching language is likely to produce good results, regardless of the system used.

Mrs. SNIDER. I see the clock on the wall has caught up with us and passed on, so I am sorry we don't have any time for questioning those on the panel. I wish to thank all those who participated on the program, and especially Mr. Ambrosen, who read the key paper, and arranged for the demonstrations and the panel.

MONDAY EVENING

Superintendent and Mrs. Ingle were hosts at a reception honoring the officers of the convention. This was followed with entertainment by stars from radio station WLS, Chicago.

SECTION MEETINGS, MONDAY, JUNE 18, 1951

SECTION FOR DEAF TEACHERS

Chairman: Robert M. Greenmun, teacher, Central New York school, Rome.

Paper: Scouting is Essential, Thomas A. Ulmer, teacher, Oregon school.

Panel discussion.

Paper: The Office of Public Relations at Gallaudet College, Martin L. A. Sternberg, director of public relations, Gallaudet College, Washington, D. C.

Open discussion.

SCOUTING IS ESSENTIAL

(THOMAS A. ULMER, Oregon school)

Our schools for the deaf all realize that scouting is a very valuable asset, both as a character builder and educationally. Scouting provides us with a splendid program that, with a little adaptation, can be utilized by all of us to prepare the boy for tomorrow. And, yet, we are not all taking advantage of this opportunity. We are not giving scouting the place it deserves in our extracurricular work.

As a part of our work we try to instill character into our students. By our own actions, by our teaching, we try to alter the pliant youth into the respected man. To help us attain our ends, what better program do we have than Scouting?

In a recent paper on Scouting I pointed out where we were weak in giving Scouting to our boys. First, there is not enough of it; and, second, there is not enough outing in our Scouting. Some of our largest schools have very small troops and some schools have no troop at all. Have the boys been given the opportunity to join a troop? That is a question for the individual school to answer. We need more outing and less of meeting-room Scouting. It is a tough assignment for a man to take 15 to 20 boys out on a week-end camping trip, supervising their cooking, sanitation, tentage, and sleeping arrangements. Camping is what makes Scouting appeal to the boy. If he does not get out to camp he is in the same category as the "drug-store cowboy"; a cowboy suit but no horse. A good camping troop is a good advancement troop. There is always a revised interest in Scouting during and after a successful trip. The leader has given the boys something they can look back upon with pleasure.

Many of our boys are too poor to purchase the uniform but all of the scoutmasters should be in complete uniform, wearing it at every meeting. A uniform is a great morale builder. When the leader is in uniform, complete in every detail, the boys have someone to look up to, someone to imitate and spur them on. But the uniform is not enough, there must be advancement, too. The scoutmaster cannot expect his boys to advance if he makes no effort to improve his own standing. The leader should study for advancement, both in the ranks of scouting and as a leader. He should work toward his Eagle as well as study and strive for the Scoutmaster's key. The key is a tough award to win, but well worth the effort, both as a personal triumph and as a moral effect on the boys. I have found it easier to help the boys since I received the Eagle.

Another good morale builder is a suitable meeting room. A room that is a schoolroom by day and a troop meeting room by night is not satisfactory—far from it. No boy wants to look at blackboards and desks in the evening after having to face them during the day. A room or hut should be set aside for their sole use. And there should be no limits as to noise and decorations. The decorations, of course, should be connected with Scouting. My troop, I am proud to say, has one of the best, if not the best, decorated Scout cabin in our district. Just recently our handicraft articles were used to decorate a downtown store window. It won first prize in the competition among troops.

Our school gives a great deal of attention to athletics. Personally, I think that Scouting does more for the boy. Our school papers carry pages of sport news but seldom a paragraph on what the Scouts are doing. Perhaps that is another reason why Scouting does not click in our schools. We all like to see our names in print, to have people know and say how good we are. Naturally, when a boy can get more attention in athletics than in Scouting, it is the latter that suffers. It is true that athletics build the body and help create sportsmanship—but so does Scouting. Have you tried carrying a pack over a couple miles of trail, then setting up camp with the help of buddies? The all-American in sports is not necessarily an all-American in citizenship. The boy who learns to kick a ball farther and hit harder than any other boy is made a hero of by the school. What good is all this in the work-a-day world? In a recent issue of Scouting magazine an educator considered the Eagle badge equal to a year in college.

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No such statement can be made for the star on the athletic teams. The star is worshiped, he is given a sweater with arm bands and a big letter to wear while the Eagle Scout can wear his badge only when in uniform. Still, when you come to think it over, it is Scouting that does more for the boy. In Scouting he learns to take care of himself; he learns to cook, to swim, how to apply first aid, and many other things that he will find useful after he leaves the schoolroom.

Scouting is not competitive, but a program wherein each boy tries to do his best and receives recognition for what he does. When he learns some new skill or meets the requirements for a merit badge he knows he is acquiring a little more knowledge that may come in handy at some future date. The Scout plods his lonesome way, neglected by all save a few personal friends and his parents. Even the praise of his parents is denied the Scout in our schools. One of the most valuable things a school could do would be to take the place of the parents and give the Scout the praise that is his due. At present only the Scoutmaster is aware of the boy's ambitions and failures. The leader cannot do it alone, no matter how good nor how willing he may be. Give the Scouts more space in the school paper. Give the committeemen the responsibility of writing up the troop activities. We know that Scouting is important. Why, then, do we let the achievements of the Scouts pass with such little recognition? If the Scouts received the honors and recognition that our athletes receive, I honestly think that more of our boys would be in Scouting and earnestly working toward Eagle rank and at the same time becoming outstanding citizens.

I have been asked to explain my technique—how I have been successful with my troop. My only answer to that is very brief—I do not know. I can no more analyze my success in the troop than can the successful teacher in the classroom. Why does a method click in one place and at one time but not in another? I keep no complicated records of what I am doing, nor do I plan a few months ahead. My only accurate records are those of the boys in the troop, when they joined, the date of each advancement and each merit badge, and when they left. That is one other mistake my questionnaire on Scouting brought to light—some of our schools do not keep complete records; some have no records at all. The classroom teacher keeps a complete record of the pupil but not the Scoutmaster. The school's records for the troop should be as complete as the boy's athletic record.

One of my main points of success, however, is in letting the older Scout teach the younger boys. It not only gives the boy a share in the responsibility of the troop but enables the leader to see just how well the boy has assimilated the subject. In order to carry out this idea, I have found the patrol system for the deaf boy not exactly what it is cracked up to be for the hearing Scout. The boys are grouped as Scouts or Explorers, according to age. It is not surprising to find a young Scout giving instruction to an older Explorer. In the main, however, the Explorer has moved up from the ranks of Scouting; usually being a first class Scout or better when he reaches the explorer age—14. In schools like ours the patrol system is not a strict requirement because the boys are always together although not always available.

I cannot emphasize too much on the value of the troop committee and the faculty of the school. The committee should be a well functioning group that takes many small details from off the shoulders of the Scoutmaster. My own committee has responded nobly whenever called upon for help. They see to it that transportation is available, they check the bedding and other camp equipment also. The menu is also turned over to them after the boys have listed a week's food for a week end in camp. Things like chicken and ice cream for a week end in camp have to be deleted and it is best for all concerned that the committee be given the blame. They can add or subtract from the food list, making sure the menu is balanced from a health standpoint.

The faculty, also, can prove invaluable. There is the morale value; the attention and praise the young need; the help in merit badge work; the language difficulties to overcome; serving as examiners and giving their help and encouragement.

I also believe our boys should mingle with hearing troops more than they do. During the summer I have always made it a point to take as many boys as possible to the council's summer camp. There the boys have a chance to compare their camping skills with other boys; a chance to enjoy nature for one whole week. At this camp the boys share in all the activities, giving a skit around the main campfire, going on an overnight hike, canoeing, taking swimming and lifesaving tests, sharing in the chores and studying for advancement just like any other boy. They have no trouble making friends. It is not surprising to see some of the hearing boys beginning to use the manual alphabet by the time our week in camp is up.

My relations with the local council have been of the best. Whenever I needed help they were ready and willing to give it. Perhaps I have not called upon them as often as I should. We have no serious problems of membership or attendance so most of my calls for help were on technical details. We have also given them our help whenever they have asked for it. We have never turned down a call to help in a waste-paper drive, take part in a circus or other council activity. If I were a better lipreader perhaps I could obtain more benefits from contacts with the council. I have been trying to overcome this obstacle by asking them to learn the manual alphabet. They claim it is easier for me to read their lips; so we are at an impasse.

What subjects have I found the most difficult? Bird study and lifesaving seem to be the toughest. If a boy has natural swimming ability the lifesaving requirement is not too hard. Of the two, bird study seems to give the most trouble. A hearing scout can locate birds, and identify them, by their song. My boys have to have sharp eyes to find a bird that is practically motionless or always on the other side of the tree. Many birds do not like to be stared at, it seems, and when a boy is color blind to boot it makes it hard, indeed. None of the other requirements has been much of a stumbling block. It takes patience and a lot of the boy's free time. When the boy does receive the award, his smiles and pleasure in being able to wear the badge are all the encouragement the scoutmaster needs to spur him on to greater efforts.

THE OFFICE OF PUBLIC RELATIONS AT GALLAUDET COLLEGE

(MARTIN L. A. STERNBERG, director of public relations, Gallaudet College, Washington, D. C.)

What is now known as Gallaudet College's Office of Public Relations began in September 1949 as a publicity office.

President Elstad, realizing the importance of keeping the public informed of the doings on Kendall Green, the home of what the press knows as "The World's Only College for the Deaf," charged this publicity office with responsibility for getting out the news, and named the writer of this article as director.

Gallaudet College is the only college in the world for deaf people. It is unique. It stands alone. In the words of President Elstad, "it has no competition."

Because we are alone; because we stand at the helm of higher education for the deaf, we have a direct responsibility, not only to the deaf of America and the world, but to hearing people everywhere. It is our duty to keep them informed, fully and completely, about what is going on—in our classrooms and on our campus. There is no other educational institution like ours to keep them informed. We are the pacemakers and the pattern setters. The democratic ideal calls for open channels of communication, for a free interchange of ideas. The office of public relations keeps that ideal in mind at all times.

Other schools for the deaf may well keep that ideal in mind, too. It is the responsibility of a sound educational public relations policy to correct the mistaken, often damaging ideas the public has in regard to deafness and the deaf. An ideal public relations program strives to create good will and public confidence in the institution's work, and through it, toward the deaf themselves, that occasional bad publicity breaks are seen in their true light instead of in the distorted glow of sensationalism that the press, and particularly the yellow press, is wont to cast upon things like divorces and other domestic troubles among the deaf.

However, it isn't always easy to practice this democratic ideal as much or as often as we would like. The office of public relations is hampered by budgetary restrictions. As a matter of fact, there is at present no actual place on Gallaudet's annual budget for publicity or public relations. The money used for expenses comes from funds not otherwise designated.

All of Gallaudet's sister colleges in Washington and nearby have full-time, paid public relations staffs, and healthy appropriations for maintenance and operations. George Washington University spends annually \$40,000 for public relations, the same amount that is spent each year by the College of the City of New York, the third largest college in the world. Big-name colleges and universities spend enormous sums annually for public relations.

Howard University, like Gallaudet under the Federal Security Agency, and receiving approximately the same percentage of Federal assistance annually, spends \$25,000 a year on public relations, out of its annual Federal budget of about \$2 million. In addition, it

allocates \$13,000 more for printed material issued by their public relations office. That makes a total of \$38,000 a year. This is interesting and worth thinking about.

More and more today the value of a well-planned and carefully managed public relations program, with a generous expense account, is being appreciated—not only in the field of education, but in business also.

"As a college's general budget decreases, its public relations budget should be increased proportionately," wisely observed Dr. John R. Everett, the youthful and dynamic president of Hollins College near Roanoke, Va., at a recent district meeting of the American College Public Relations Association. He knows. His college is now recuperating from a bad attack of "budgetitis," as the result of a forceful and realistic campaign to strengthen his institution's community and public relations—a very good way to get larger and more frequent contributions of that essential commodity, cash.

Gallaudet's office of public relations does have some advantages, however, to make up for its lack of funds. Foremost is an efficiently run printing plant, the envy of every college public relations man in the District of Columbia and environs. This department was started to train teachers of printing for schools for the deaf in the Nation. It continues to supply that need. Here is printed, at a minimal cost, all our stationery, publicity release letterheads, sports brochure covers, everything that must be printed. These projects take a very large cut in any public relations budget, for they are "musts" that cannot be disregarded. Gallaudet's office of public relations is most fortunate to have this expensive and important "must" so nicely taken care of. Indeed, it is doubtful whether the office could function without the Gallaudet Press on hand.

Before we go any further, though, perhaps we had better make a couple of terms clear.

Publicity: What is it?

Webster's New International Dictionary (unabridged) defines publicity as "information with a news value designed to advance the interests of a place, person, cause, or institution, usually appearing in print."

Gallaudet College uses publicity, not advertising, which is paid for publicity, without real news value. More specifically, Gallaudet College uses educational publicity. Now what is this? What role does it play? Dr. Benjamin Fine, education director of The New York Times, makes some interesting and enlightening observations in this regard, in his monumental *Educational Publicity*.¹

To understand the role of educational publicity, we must consider its nature in relation to propaganda and press relations. Although these terms are frequently used interchangeably, they are distinct and have definite shades of meaning. Actually, press relations refers to all the problems related to the general field of publicity. It would follow, then, that all means utilized to influence public opinion would fall into this classification.

Accordingly, the public relations of a school or college might include the broad program intended to create good will. Here would be found the policies dealing with the student body, the faculty, the alumni, the school bulletins, the radio, television, and the press. In an adequate public relations program, the press is merely one of the media utilized by the educational plant.

¹ Fine, Benjamin, *Educational Publicity*, revised edition, New York; Harper and Bros., 1951, p. 3. Reprinted by permission of the publisher.

Educational publicity thus falls within the scope of public relations. It is one of the means employed to acquaint the public with the general policies, purposes, and aims of education.

Dr. Fine has given us an idea as to the exact meaning of another term that we shall now discuss, a term often terribly misunderstood: public relations.

Public relations is best described as simply relations with the public. It involves every form of contact we make with our neighbors, and with strangers. A planned program of public relations involves forethought and the careful management of a specific set of procedures usually designed to create good will among a large body of people (the public), or a smaller, more isolated group of people within the larger body (a public). It is designed to influence public opinion; to create and hold certain attitudes, either positive or negative, within what Morris L. Ernst aptly terms "the marketplace of thought". There is no hokus-pokus business to public relations. That is all it is. And publicity is simply an organ, an instrument of public relations. It involves a mechanical detail—a rather important one, true—within the public relations program.

Public relations, within the educational institution, normally, and ideally, functions on the policy-making level, just as it does in business. Long-range goals and aims are decided upon, goals and aims designed to exert an influence upon public opinion and to advance the standing of the institution within the community. Publicity takes care of "telling the story" planned and managed by the director of the public relations program.

And now back to Gallaudet. Early in the life of the publicity office here this important and desirable function was realized, and the office of public relations was born, to coordinate, plan and manage a dynamic program involving, among other things, press relations, promotional campaigns, visits from outsiders, and speaking engagements for President Elstad and other administrative officers of the college.

This was when the slightly ungrammatical but singularly effective punch line, "the world's only college for the deaf" was coined, and printed on top of every piece of stationery used by the office of public relations. This punch line, or perhaps, slogan, has brought results, results far exceeding the most optimistic dreams of the office. It caught on at once. It has captured the imagination of the press all over. It has, in short, made every item coming from the office, News, with a capital "n." Why is everything from Gallaudet news? Because it comes from "the world's only college for the deaf" in the eyes of the editor who knows his business, that makes it almost automatically news.

The office was not slow in capitalizing on this singular advantage. Our advantage has caused widespread comment among members of the public relations profession, and particularly within the American College Public Relations Association, of which Gallaudet is a member.

Before another word is said, however, the office of public relations wishes to make it patently clear that it has not been responsible for many of the stories, of both good and indifferent varieties, that have appeared in print. Some just "happened," mostly as part of the chain reaction described below. A big wave was created in the be-

ginning, and oftentimes the office has found itself simply riding along on the crest. It would not only be erroneous, but downright selfish to lay direct claim for every single word that has been printed these past 2 years.

Things began happening, fast, soon after the first few routine press releases had been dispatched. It was a chain reaction of events, really. The Washington Times-Herald came down and did a big illustrated feature story on the college. The Coronet story followed. The Department of State's International Press Division worked daily for 3 weeks on Kendall Green and came forth with a magnificent story that was carried in their Russian-language monthly, Amerika Illustrated, and was distributed behind the iron curtain as another weapon of the mounting American counterpropaganda offensive. Collier's, in its 1950 Christmas number, printed one of the best stories that ever appeared about Gallaudet. Newsweek had a short but excellent educational item, illustrated, on the college. The New York Times had a fine, objective feature article, also illustrated, in its Sunday issue, written by a 19-year-old reporter, that was read all over the world, and started another chain reaction of events. All this within a few months.

The powerful King Features Syndicate, through its unit, International News Service, sent a photographer down to Kendall Green. A picture portfolio was the result. This portfolio was wired to all subscribing newspapers of INS, and stories subsequently appeared in newspapers from Montana to Maryland; from New York to Texas. To this day, we still do not know how many newspapers carried stories about the college on that occasion.

The Associated Press, the largest wire service in the world, followed suit, only one week after INS completed its assignment here. A press release announcing the arrival of the first of the two Japanese students brought visits from two of Washington's four newspapers, and all three of the wire services, all within a few days. It had become necessary to issue appointments for the press.

The Ambassador of Honduras to the United States, who was a guest speaker in Chapel Hall, having been invited by the office of public relations, proved a powerful instrument for public relations. Front-page stories, carrying verbatim accounts of his address, appeared in at least half a dozen Spanish-language newspapers, south of the border.

Daily, requests for information on Gallaudet College are routed to the office of public relations. We are currently handling two editorial requests for material for foreign magazines: one from Brazil; the other from the Netherlands. Even neophyte journalists write in for Gallaudet information to be used as practice feature article material.

Radio and television are not to be neglected as media of mass communication by which to tell our story to the community. President Elstad recently made a half-hour appearance on Station WRC (NBC) in Washington, on a popular and widely heard program called Coffee in Washington. He was heard everywhere—in Mandan, N. Dak.; in a tiny cottage in the woods up in Woodstock, N. Y. The office is now working on a 15-minute telecast on college life, which may be carried on the networks of the Columbia Broadcasting System.

The American University, a sister college of Gallaudet, in Washington, is also involved here. Their old and powerful public relations office is interested in the project from the technical viewpoint, and is using its influence in the field of television toward furthering Gallaudet's plans. This is a good example of a dynamic and most healthy program involving interinstitutional public relations.

The President's Committee on National Employ the Physically Handicapped Week, in January 1951, featured Gallaudet College's work in a Labor Department pamphlet, *Performance: The Story of the Handicapped*. This was read all over the world.

The Gallaudet Dramatics Club was recently invited by the Ontario Association of the Deaf to perform Moliere's play, *Tartuffe*, in Toronto. The play was a great success, and drew a capacity crowd, not only of deaf people, but of hearing people as well. Many deaf members of the cast were put up overnight as guests by deaf residents of Toronto.

Letters flow into the college mail box in ever-increasing volume, from parents of students, expressing a keen interest in the work of the college. Requests for admission have skyrocketed to the point where it is impossible to cope with all of them. Daily the college and its sister unit, the Kendall School, play host to visitors who either come alone or in groups. People write, asking for more detailed information than they have seen in the pages of newspapers and national magazines. This is all a desirable and normal result of a planned public relations program.

What Bill Pinkerton, director of Harvard University's news office terms the "tailored home-town story" is used most successfully by Gallaudet. The very character of Gallaudet as a national college for the deaf is demonstrated by the fact that at present there are students enrolled from some 43 different States (not to mention the 10-odd foreign nations represented today). Whenever a student does or achieves anything newsworthy, a press release is directed to all the media of mass communication located in his home town. The student's Congressmen also receive the release, as a matter of policy. The office cannot remember a single instance where some material achievement was not gained by this practice, in the way of local home-town newspaper publicity, requests for additional press material, congratulatory letters from Congressmen and superintendents of schools attended in the past by the student, either addressed to the office or to the student himself. This practice has done much to stress Gallaudet's national character in the public eye.

Gallaudet has had lots of publicity, not only since 1949, but before, too. The college has an incalculable publicity potential. This has been more than amply demonstrated in the past. Because the college is such a live-wire educational publicity plant, it is an easy thing for a routine administrative mistake to be blown up and exaggerated all out of its true proportions, in the minds of the public, and especially in the minds of those who may not see eye-to-eye with us on educational procedures. We have nobody else to compare with us, that is why. A well-planned public-relations program serves as a watchdog against this sort of eventuality and, when it does come about, plays it down as much as possible to counteract the critical offensive. Such a program, indeed, must anticipate eventualities of this type before they occur. That is another duty of the trained public-relations man.

There is no reason to go overboard, to get emotional, over the new addition to the administrative machinery of Gallaudet College. The office of public relations is not performing any miracles. It is simply directing a carefully laid-out program designed to awaken a real, friendly and informed public interest in the deaf—not only on Kendall Green, but everywhere.

Through a thoughtful public relations program; through well-planned, produced and placed publicity, the office of public relations is striving to help the deaf share in the essential dignity of man, a dignity that is the inalienable right of all human beings and in which the deaf, through public apathy and public ignorance, still share less than fully.

SECTION FOR HEALTH AND PHYSICAL EDUCATION

Chairman: Kenneth L. Wilson, supervising teacher and director of athletics, Illinois school.

Paper: Section A—A Physical Education Program for Boys, Earl E. Roberts, athletic director, Michigan school.

Paper: Section B—Gym Exhibition for Girls, June Bishop, girls' physical education director, Kansas school.

Paper: Section A—A Physical Education Program for Girls, Mrs. Patsy R. Smith, girls' physical education director, Tennessee school.

Paper: Section B—Wrestling as an Intramural and Interscholastic Sport, Nathan Zimble, Philadelphia, Pa.

A PHYSICAL EDUCATION PROGRAM FOR BOYS

(EARL E. ROBERTS, athletic director, Michigan school)

PHILOSOPHY

It can be stated in general that no matter how elaborately one sets down his aims or how long and drawn out they may be, they always seem to come to the conclusion that the most important aims of physical education are—

- (1) To satisfy the biologic and social needs of growing developing children.
- (2) To cultivate in them wholesome qualities.
- (3) To foster an interest in activities for childhood's free play time and the recreation of adulthood.

We are fortunate to have at the Michigan School for the Deaf an administration that understands and appreciates the value of physical education. More than that, physical education is a required subject and is given to as many of the boys as our facilities will permit.

OBJECTIVES

With those aims in mind, we have set up the following objectives:

- (1) To provide training in fundamental skills (walking, running, throwing, etc.).
- (2) To give practice in individual skills involving balls, bats, ropes, etc.
- (3) To provide big-muscle activity.
- (4) To encourage team cooperation and wholesome competition.
- (5) To inspire love for the game.

- (6) To develop leadership and followership.
- (7) To promote a wholesome attitude toward victory and defeat, honesty, fair play.
- (8) To cultivate those qualities—courtesy, consideration, and tolerance, that make for harmonious living, and
- (9) To prepare for physical emergencies by developing alertness, quick response, and accuracy.

THE PROGRAM

An outline of our program would cover the following six phases:

- (a) Class organization
- (b) Size of class
- (c) Time allotment
- (d) Periods per week
- (e) Personal equipment
- (f) Type of play
- (g) Facilities

(a) *Class organization.*—Each physical-education class is made up of children from the same academic level. Thus in a class that came during the fourth period of the day, we might find grades 11-1, 11-2, 11-3, and 11-4 combined. Another period might find a combination of 7-1, 7-2, 8-1, and 8-2. No emphasis is put on the age level, but it can generally be expected that boys in the same academic level will be of approximately the same chronological age. At the junior and senior high school level the groups are well balanced as far as mental and physiological ages are concerned. At the primary level, which we included in our program for the first time last year, we find the physical development of the children so varied that it is sometimes difficult to set up a program of activities that will be equally interesting and beneficial to all concerned.

(b) *Size of class.*—High school and intermediate groups generally carry between 16 and 20 boys. As far as our facilities are concerned, this is an ideal group. On the primary level, where no change of clothing is required—more because it is too time-consuming than because of inadequate facilities—a class will carry as many as 30 or 35 boys and girls, as no separation of sex is made at the primary level.

(c) *Time allotment.*—Each physical education class period runs for 42 minutes. That is the same amount of time allotted the academic classes.

(d) *Periods per week.*—At the intermediate level, the age at which we find a “fired-up” interest in physical education and a desire to improve in the basic fundamentals of play, we allot five periods a week.

At the primary level it is either one or two periods.

The advanced groups come for either two or three periods, depending on the academic load.

(e) *Personal equipment.*—At the start of the year, each child must provide at his own expense a complete gym outfit, which includes:

1. A white quarter-sleeve T shirt.
2. A pair of white trunks.
3. A pair of gym shoes.
4. A padlock.

To standardize equipment, we stock our Lad and Lassie shop with T shirts and shorts which the child buys at cost. Padlocks are also stocked and set to a master key that the instructors keep. Each lock is numbered and an identical key is kept and recorded at the dean's office. In the event the child loses his key, his number is looked up and a duplicate key is made.

(f) *Type of play.*—Primary level: Group activities are predominant at this level. We attempt at this level to develop coordination, improve ball-handling, running, walking, and change of direction. Since a child's span of interest and attention is short, we must change the activity often enough to hold his interest.

Intermediate level: Here we have lead-up games to volleyball, basketball, and softball. Activities that involve kicking the ball with the foot, dribbling in relays, catching, throwing, batting, and running are stressed. These lead to more skill in body control and coordination. We also attempt to develop leadership, cooperation, and, most important of all, consideration for others.

Advanced level: With basic skills having been developed in the lower grades, our objective here is to provide games that stimulate interest and joy in playing. Our selection of activities also includes games which can be carried over into adult life. Opportunity is given the child to exercise leadership, develop self-confidence, courtesy, and honesty.

(g) *Facilities.*—Our gymnasium, which is used simultaneously by both the girls and the boys is rather small, measuring 65 feet wide by 74 feet long. A 7-foot dividing canvas is all that separates the girls from the boys. That leaves each group a playing area of approximately 37 by 65 feet. Each section has three basketball backboards, one volleyball, and one badminton court. During the fall and winter when intermediate and advanced classes are combined, we push back the curtain and use the entire floor for square or social dancing. For outdoor activities we have an area covered by our football field. By mutual agreement between the instructors, play is set up at different ends of the field.

THE SEASONAL PROGRAM

FALL

<i>Primary</i>	<i>Intermediate</i>	<i>Advanced</i>
Do this, do that.	Volleyball skills (serving, returning, passing).	Soccer.
Charlie over the water.	Rope climbing.	Touch football.
Heel run relay.	Relays.	Square dancing.
Stiff knee jumping.		Tumbling.

WINTER

Cat and mouse.	Basketball skills (passing, catching, shooting).	Basketball.
Home tag.	Relays.	Volleyball.
Tag-the-wall relay.	Tumbling fundamentals.	Social dancing.
Bean bag pass relay	Volley Newcomb.	Tumbling.
		Fencing.

SPRING

Squat tag.
Jumping.
Throwing.
Catching.
Relays.

Track and field skills.
Softball skills.
Relays.
Hit pin baseball.
Bat-dodge ball.

Softball.
Track and field.
Volleyball.

CLASS PROCEDURE

Returning to the program in general, the first week of school is used in the following ways:

- (1) Assignment of lockers.
- (2) Explaining regulations related to uniforms, dressing, bathing, use of lockers, towels, and their distribution.
- (3) Explaining class formations, choosing group leaders.
- (4) Outlining program.

After a week or two, the program begins to run smoothly, and less and less time is wasted in the dressing room.

A typical physical education period in the intermediate level would run as follows:

- (1) Change of clothing.
- (2) Roll call (often omitted when full formation is obvious).
- (3) Calisthenics (short and snappy).
- (4) Directed play or drill period.
- (5) Shower—dress.

Our program is as well-rounded as any that might be found in any public school in Michigan. Of course, that doesn't mean it is perfect; it is open to criticism and any suggestions you may have for improving it are most welcome.

GYM EXHIBITION FOR GIRLS

(JUNE BISHOP, girls' physical education director, Kansas School)

An annual physical education demonstration presented near the end of the school year is an excellent means of showing parents, school personnel, and the public the value of the physical education department. Every student in the department should be included in the demonstration, which should present an over-all picture of the program in action. Gymnasium exhibitions also constitute a culminating activity for the department. All children delight in taking part in programs and oftentimes the child with the low I. Q. will be very adept in some form of physical education. The exhibitions serve as a boost for the morale of such children. But every child, regardless of proficiency, should have some part in the programs.

The types of activities that lend themselves most readily to demonstration purposes are mass drills, all forms of dancing, tumbling, apparatus, marching, baton twirling, and pyramid building.

The main thought to keep in mind when training children for a gymnasium exhibition is to present the numbers so that they make a unique and pleasing appearance before an audience. Much thought and careful planning must be given to the details of the program if this purpose is realized.

The costumes are a very important feature of the demonstration. The first consideration is to choose costumes that will permit absolute freedom of action. At the same time, they should be appropriate and

very colorful. The more varied and attractive the costumes, the more unique and spectacular the performance will be. It is very important that a dress rehearsal be held before the demonstration so that the girls can get accustomed to performing in the costumes.

Another important feature of the successful exhibition is to set each number to music. If the children are trained to keep perfect time, then it is not too difficult for the pianist to follow the director, and the music adds a professional touch to the performance. However, in choosing the selections great care should be taken to have the music fit in with the spirit and the action of each number.

The secret of the success of the demonstration is to have each number run off in a snappy, lively manner. In order to obtain this result, each and every girl taking part in the program must be thoroughly familiar with every detail of the program, and be ready for her part so that no delays are caused. The attitude of the girls determines the success of the exhibition also. A group of smiling, happy, peppy children is just as essential as a group of efficient performers.

Here are a few suggestions for staging a successful demonstration:

1. Make it short—an hour to an hour and a half.
2. Eliminate delays between numbers.
3. Make the entrances and exits of groups as fast as possible.
4. Use as large groups as possible in each number.
5. Make each number short.
6. Use colorful and attractive costumes.
7. Set each number to appropriate music.
8. Dress up the drills as much as possible, such as painting Indian clubs with luminous paint, using bells on the ends of wands and, if possible, using flags in connection with the final number.

9. Have attractive programs printed.

A few words in regard to the colored movies that will be shown at this meeting: They are extracts from the numbers of the exhibitions that I have given in the last few years. The pictures were made by Mr. John Sailer, supervisor of intermediate boys at the Kansas School for the Deaf, Olathe. We will be glad to loan them to any school or individual for club or chapel programs on the condition that the postage and insurance is paid on them and that they are handled carefully and returned to us in good condition.

(An attractive and colorful movie was shown.)

A PHYSICAL EDUCATION PROGRAM FOR GIRLS

(Mrs. PATSY R. SMITH, girls' physical education director, Tennessee school)

The Tennessee School has had a full-time physical education program for girls for the past 10 years. Prior to that time all girls participated, but the instruction was part-time. Our program is considered a part of the academic set-up, and the physical education instructors come under the direct supervision of the academic principal. All girls participate in the program with the exception of the children at the primary unit.

In this paper, I intend to stick to the practical aspects of the physical education program rather than to discuss what a program should

be in theory. As in other residential schools, our physical education program must be coordinated with the academic, vocational, and home life arrangements. The problems arising therefrom tend to increase from year to year.

During the past school year a total of 118 girls took part in our program. All except one had gym work and similar activities. All except six were in swimming classes. Whenever there is doubt as to fitness, the school doctor and the school nurse are consulted. We have one girl forbidden to take part due to a heart condition. Most of the girls who are not allowed to swim have ear trouble. At present we have no girls who are in need of special corrective attention.

Our academic and vocational classes have five 45-minute periods in the morning and three periods of the same length in the afternoon. Vocational and physical education classes have double periods. This gives us two classes in the morning and one in the afternoon. The periods just prior and just after lunch are open periods for the physical education instructors. Students who are enrolled in vocational classes do not have physical education during the school hours. As a result my classes are small during these periods and overloaded during the after-school period which lasts from 3:30 to 5. It has been necessary to divide the older girls into three groups having from 24 to 30 girls each, while the classes of younger students have only 12 to 14 girls each. The older girls have at least two classes a week and sometimes three, but the younger girls have daily classes.

Excuses from physical education classes are authorized by a note from the school nurse. Older girls are expected to notify the instructor at noon when they plan to be absent from class for any reason that afternoon. We have no strict rule regarding make-up classes at present, but usually girls who have been absent from their regular class are allowed to join another class if conditions permit on a following day.

We have two swimming pools—one for girls and one for boys. Due to weather conditions and heating difficulties we limit our swimming classes to fall and spring.

The girls must alternate in the use of the gym floor with the boys. For that reason we use a small room on the balcony for tumbling and stunts not requiring a large floor space. At times it is possible to have joint classes using suitable group games and activities.

Our girls are required to dress for all physical education classes. Items needed are purchased by the parents since the school doesn't provide them. A list of needed items is furnished the parents. In practice the parents usually send the money to the school for purchases, and we keep a stock of all items on hand except shoes. There are always several cases of inability to purchase outfits, and through the assistance of several groups and individuals we are able to provide needed items which remain the property of the physical education department for reuse in similar cases of need.

The outfit expected of all girls includes royal blue shorts, white shirt, white tennis shoes, one-piece bathing suit, and cap. Older girls are required to have white shorts which they wear alternate weeks. The regular classes have their uniforms laundered every 2 weeks, but the older girls are required to have clean outfits every week. Most of the older girls also have slacks or jeans for softball and other

outdoor activities. We have found it wise to insist that all girls have the same outfits. We do not allow T shirts and two-piece bathing suits.

The over-all class time is 90 minutes. From this we allow about 20 to 25 minutes for going to and from classes and dressing. Each girl has assigned space in open-front lockers and is expected to have her space in order at all times. We have fairly adequate shower facilities, but we do not require showers unless activities have been very exerting. Swimming classes are required to take a shower before entering the pool. We have three hair dryers for use after dressing.

When the girls use the gym floor, group games and relays are stressed. The tumbling room is used largely for individual stunts. All girls are expected to master a number of basic skills and stunts as illustrated by mimeographed illustrations. The older girls spend more time in formal games, with basketball, volleyball, and dodgeball among the favorites.

Our girls play interscholastic basketball and at present much interest is being shown in a junior team. The varsity squad has from 20 to 25 girls who practice three times a week. Shoes are furnished by the athletic association apart from those used by the players in physical education classes. All girls playing varsity basketball must pass examination by the school doctor and every precaution is exercised for their welfare. For two or three seasons we had interscholastic softball competition which has been suspended for the present. The assistance of my husband with basketball and softball has made it possible to hold two classes simultaneously.

In swimming classes the younger girls are first taught confidence in the water and are usually confined to the shallow part of the pool. The older girls are divided into classes according to their skills. Tests are given twice each year to show mastery of swimming fundamentals and skills. We use the "buddy" system for water safety. Three of the best swimmers among the older girls assist with the afternoon groups.

Our girls are given grades in physical education based upon swimming skills, athletic skills, and behavior. The composite grade goes on their report cards and permanent academic records. For the understanding and encouragement of the younger girls a bulletin-board chart is kept showing grades on a week-to-week basis. At the end of each school year awards are made to girls who have shown the greatest improvement in physical education.

Perhaps I have devoted too little time to discussion of our activities. There are books and manuals too numerous to mention which we use, among these is an excellent manual published by our State department of education. New ideas are gleaned from demonstrations at the University of Tennessee. The American Red Cross publications on swimming and water safety are most helpful. I have here several of the books which have proven excellent sources of material.

I feel sure that most of you are anxious to share ideas along practical lines rather than to discuss theories. I shall leave coverage of health education and intramurals to others on the program. There are many points of practical application which I have skipped in this paper, but if you wish to bring them up I shall gladly try to answer your questions.

WRESTLING AS AN INTRAMURAL AND INTERSCHOLASTIC SPORT

(NATHAN ZIMBLE, Philadelphia, Pa.)

Before the advent of television there were two branches of the wrestling sport—the professional and the amateur; but with the coming of television the sport gave birth to still another form which we can appropriately call pseudo-wrestling, a kind of legalized mayhem, spectacular in nature, wherein combatants thrill the spectators by their attempts to gouge out eyes, twist off assorted limbs, yank hair out by the roots, and toss each other bodily into the laps of ringside customers.

Amateur wrestling may seem tame by comparison with this television brand, yet for the past many years it has been gaining in popularity and is today a major athletic activity in many junior and senior high schools and in practically all the colleges in the country. Schools unable to maintain a football team are turning to wrestling.

Wrestling, which is said to be as old as the history of sport, is a science. It is a game requiring close cooperation of mind and body. Sheer strength, though an asset, is not in itself an important factor in the making of a wrestler. Skill is the wrestler's chief stock in trade and it far outweighs brute strength. Wrestling may rightly be called the greatest of all personal contact games, for it is a wonderful developer of every muscle in the body. * * * It requires exercises which develop muscular coordination, balance, speed, drive, and endurance. Self-confidence and aggressiveness are also acquired from repeated trips to the mat.

Wrestling can bridge the great gap in the physical education programs of our schools. Far too many boys are unable to make the football or basketball teams, the two major sports in most schools. In fact, many boys do not take a competitive part in any of the interscholastic sports, being bypassed by coaches for one reason or another. Then, too, there are the boys who never manage to graduate from the player's bench. It is natural for a boy to want the limelight and to perform before the crowd. Here then is where a wrestling program can take over to advantage, offering every boy in the school an opportunity for the athletic competition he craves. By instituting an intramural wrestling program, winding up with a public tournament in which every wrestler is given an opportunity to enter, a great many luckless boys can earn their day in the sun.

In an individual sport like wrestling, every boy is on his own, not just a cog in a team machine. He is going to fight his own battle and play the game the best way he knows how, depending on no one but himself once he gets on the mat. And he is going to fight his heart out while absorbing considerable physical punishment so as to earn the applause of the crowd and win one of the coveted medals that are awarded at these events. I wish, at this point, to emphasize the importance of awarding medals, preferably three for each weight class. These medals, though they need not be expensive, are highly prized by the boys, and are well worth whatever expense is incurred for the added boost they give to the boy's morale. Although the boy learns to wrestle for the pleasure he gets out of the game and the good it does to his body, the medals offer him an added incentive to keep trying again and again no matter how many times he comes out the loser. I shall always carry with me the image of those boys who,

losing year after year, finally came out on top to win a medal. Their elation just about defies description.

If the school has an opportunity to take part in interscholastic meets or enter State or district wrestling tournaments, try-outs will then be in order among winners in the intramural tournament for the formation of a varsity team.

The wrestling program should not be confined to the intermediate and advanced boys only, but should include every youngster in the school. I have had practically every boy in the Arkansas school take up wrestling, regardless of age, and have had many fine midget teams composed of youngsters weighing 55 pounds up to 100 pounds. There is no greater heartwarming sight than watching two 55 pounders performing on the mat with almost the same grace and skill of experienced heavyweights. These youngsters are quick to learn, for they haven't yet acquired that know-it-all attitude. There are two boys' clubs in Little Rock and we were always able to secure matches for the tiny tots of the Arkansas school. We were also fortunate in that the AAU tournaments also included a special weight division in which the little fellows were able to take part—and they never failed to make a hit with the spectators.

These little grapplers stayed in the game year after year and it was quite common for many a youngster to win State championships in almost every weight class in which he participated, starting with the 55-pound class and going on to the next higher class as he gained weight. Needless to say that such a program can keep a school well supplied with veteran grapplers. It became the main ambition of these little wrestlers to meet a hearing boy on the mat. Whenever two deaf tots had to be paired off against each other in a State tournament they invariably went into tears before climbing into the ring.

Wrestling is the ideal sport for the awkward boy and for the boy who habitually slouches. I made it a practice to encourage such boys to come out for wrestling. Most of these boys took to the sport with enthusiasm and in time overcame their awkwardness, some of them even taking on the appearance of grace in their movements. Boys who went their way unnoticed became heroes overnight by their success on the mat.

The introduction of wrestling can likewise ease or solve some of the problems concerned with the introverts and the overaggressive ones alike. The exceptionally slow child who takes to wrestling improves in classroom work because he is noticed for the first time among his own group of boys. He will not become a polished wrestler, but he will gain self-confidence and friends, and so his well-being is improved.

Finally, I wish to add that wrestling is also a game from which other sports like football and basketball can profit. Many coaches now agree to the importance of this phase in wrestling and turn their football players over to the wrestling coaches during the winter. The activities of the wrestler, while on his feet, develop the leg muscles used to secure drive on the football field, while basketball players can be built up in stamina and strength.

SECTION ON SUPERVISION

Chairman: Lula May Bruce, principal, Kentucky school.

Foreword: Lula May Bruce.

Paper: The Responsibilities of a Supervising Teacher From the Viewpoint of a Superintendent, Dr. J. E. Bryan, president, Alabama Institute for the Deaf and Blind, Talladega, Ala.

FOREWORD

LULA MAY BRUCE

The section on supervision dealt entirely with classroom supervision. Since there is no training available for supervisors of the deaf and since most people who do that work must learn the hard way—namely, by doing it—the objectives for this section were to clarify the duties and responsibilities of a supervisor from several viewpoints.

1. The viewpoint of a superintendent.
2. The viewpoint of a supervisor.
3. The viewpoint of authorities in the field of supervision.
4. What is actually being done in some of the schools.

Those present were quite interested. Questions were asked and there was a good bit of discussion.

A dormitory supervisor came to one session and requested that some helps on dormitory supervision be included at the next meeting of American Instructors of the Deaf.

THE RESPONSIBILITIES OF A SUPERVISING TEACHER FROM THE
VIEWPOINT OF A SUPERINTENDENT

(Dr. J. E. BRYAN, president, Alabama Institute for the Deaf and Blind,
Talladega, Ala.)

For the purposes of this discussion let us first make a definition of a supervising teacher. I am sure there are as many different responsibilities placed on supervising teachers as there are on superintendents and more. The supervising teacher is not a principal though I fear many superintendents consider him or her to be such. And in turn supervising teachers assume duties that belong to principals, assume principals' duties of necessity or have them forced on them.

A supervising teacher is not an administrative person, but is what the name implies—a supervisor, or is best described in some organizations as a helping teacher. A helping teacher, first, to each teacher under his or her supervision and to each individual child in the school. Some schools and even some State school systems use the title "Helping Teacher" and not "Supervising Teacher." The supervising teacher should be selected and appointed by the superintendent upon recommendation of the principal. Therefore, should be responsible directly to the principal and indirectly to the superintendent. The superintendent does expect this recommendation to be based on certain qualifications and standards—training, experience as a general organizer, planner, coordinator, helper, or supervisor. The superintendent expects in this person an approachable personality, friendliness, impartiality, understanding, appreciation, and sympathy.

Above all a superintendent wants a supervising teacher who has faith in his or her teachers and makes every effort to know each

teacher as an individual. A superintendent expects tactfulness and consideration in a supervising teacher, a real friend with a sympathetic understanding of his or her work. The superintendent wants the supervising teacher to be patient, dependable, enthusiastic and to have the courage to uphold his own convictions and still be tolerant of other peoples' views.

The supervising teacher must have experience in actual teaching of the deaf. I do not see how a supervising teacher can be successful or effective if he or she does not know each child in the department, the home and hereditary background, behavior in and out of the classroom, his health and social relations. The responsibility for the children under his or her charge cannot stop when the child leaves the school building or classroom. The supervising teacher should work closely with the house mothers, dormitory supervisors, doctors, nurses, and recreation teachers so as to develop the whole child and thus have a successful teaching program. They must make every effort to understand the problems and responsibilities of these people. The relation of the health and social activities should be studied with staff members responsible for this phase of the child's life and the supervising teacher must recognize and appreciate the importance of this phase of development.

The superintendent expects the supervising teacher to offer constructive criticism after he or she has studied the problems and conditions.

The superintendent does not want the supervising teacher to be so covered up with details and office duties that he or she can't be a helping teacher. Details are secondary to the responsibilities of counseling, guiding, assisting with each teacher's plans, and helping with teachers' problems.

The supervising teacher should expect as much from the principal and superintendent as they expect from the supervising teacher. As is the supervising teacher so is the teacher, if each of them recognize and fulfill mutual responsibilities.

SECTION FOR VOCATIONAL TEACHERS

Chairman: Fred L. Sparks, Jr., superintendent, Central New York School, Rome.

Opening Meeting: Report of the Officers of the Vocational Training Section of the Convention and the Vocational Association for the Deaf.

Discussion of keynote: A Century of Progress—What of the Future?

Appointment of committees: Resolutions and nominations.

Explanation and introduction of exhibits: G. Dewey Coats, vocational principal, Missouri School for the Deaf, Fulton, Mo.

Paper: Committee Report on Research, Boyce R. Williams, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

Paper: Employment of Deaf in Government, Thomas J. LePine, counselor, District of Columbia Rehabilitation Service.

Paper: The Vocational Activities of the Deaf and/or Hard of Hearing Mentally Deficient in Schools and Classes for the Mentally Deficient, Dr. Powrie V. Doctor, professor, Gallaudet College, Washington, D. C., and James McPherson, graduate student, Gallaudet College, Washington, D. C.

Discussion and resolutions.

Paper: Vocational Education for Girls, Dr. Carl E. Rankin, superintendent, North Carolina school.

Panel discussion and resolutions: L. B. Hall, superintendent, Oklahoma school; Frank P. Cunningham, Guidance Teacher, Ontario school.

COMMITTEE REPORT ON RESEARCH

(BOYCE R. WILLIAMS, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.)

It requires some stretch of the imagination to classify as research the remarks that follow. They are rather a collection of facts about various aspects of my work in relation to this assignment. To be sure, each involved plenty of search but not research in the professional sense by any means.

Those of you who were at Jacksonville 2 years ago may recall brief reference to the need for more specific objectives for the shop work in our residential schools for the deaf. Mr. Sparks subsequently asked me to explore this matter further and to appoint a committee to carry out the study. The problem had been turning over in my mind ever since Dewey Coats referred to it a decade or so ago. Mr. Coats mentioned the job families listed in the Dictionary of Occupational Titles as likely sources for specific objectives for our shops. Accordingly, the following problem was set up: The Characteristics of Job Families as Criteria for Curriculum Construction in Residential Schools for the Deaf. Before appointing a working committee, I decided to survey the literature as time permitted. It became apparent that references specific to our needs in studying this problem were scarce. The conclusion was reached that a committee could not operate very well without a more careful review of the literature. This was undertaken alone because of my proximity to primary sources. Only suggested materials for your consideration are offered. No conclusions are attempted.

For the material that follows we are indebted to Mr. Charles O'Dell, Chief of the Counseling, Selective Placement, and Testing Division of the United States Employment Service, and to Mr. Earl Klein, consultant on selective placement in that Division. Mr. O'Dell offered some excellent suggestions on source materials and Mr. Klein supplied an abundance of material, interpretation, and suggestion.

In general terms job families are based upon four major classifying factors:

1. The work done—the processes.
2. The materials worked on.
3. The equipment—machinery, tools, etc.—worked with.
4. The characteristics required of the worker.

Jobs in which the work done, the materials worked upon, and the equipment used are similar, are members of the same job family. The characteristics required of the people employed at jobs in a single job family should carry more weight for job family classification purposes than they have.

These four classifying factors in themselves do not appear to be the primary source of the criteria which we seek. We rather need analyses of each of these four factors for each job family in which the deaf have been unusually successful. Roughly stated, we apparently must first identify those families. Then we might determine common elements in the work done, common factors in the materials worked upon, common equipment, and common characteristics that appear among the workers in the job family. The common factors thus discovered might well in themselves be the specific objectives of our shop programs, or they might be the bases

for such objectives. Evaluation and correlation of our teaching processes in terms of the common factors might well be the objectives.

Since we know that the deaf are successful in thousands of the 30,000 jobs that have been defined and that we would probably find them successfully employed in numbers through a majority of the more than 500 job families, it is quickly apparent that the task we have outlined would require much more time than most of us have. A working committee might make an appreciable dent in it if able to concentrate upon it for a rather extended period.

There may be more practical approaches to the problem of developing specific objectives for our shops. One possibility is part IV of the Dictionary of Occupational Titles, namely, entry occupational classifications. This important publication of the United States Employment Service is used to provide job classifications for persons not fully qualified by training or experience for referral to a specific job. The definitions of the major occupational groups, of the several classifications under each, and the lists of entry occupations may be helpful. However, here again we encounter broad statements that do not directly meet our needs. This publication may be most useful as a springboard for ideas, as a basis for study.

Another tool that may be helpful in a general way is the so-called physical-demands form which presents the physical activities involved in jobs and the working conditions under which the job is performed. It is one of the basic tools for selective placement in which the characteristics of the job are matched to the capacities of the worker. For our purpose, it may serve as a guide in studying those occupations which are represented in our shop programs. I have a number of copies here that you may have.

Perhaps the most useful and specific material of all is not now available for careful study. It is the guide to the use of the general aptitude test battery of the United States Employment Service. It is currently a restricted publication for use only in employment offices. It offers much food for thought in connection with our problem. The general aptitude test battery is made up of 15 tests. These tests were selected because they have been found to be good measures of 10 aptitudes that are important in a large number of jobs. The 10 aptitudes and their definitions will interest you, I am sure.

Intelligence.—General learning ability. The ability to catch on or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

Verbal aptitude.—The ability to understand meaning of words and ideas associated with them, and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. The ability to present information or ideas clearly.

Numerical aptitude.—Ability to perform arithmetic operations quickly and accurately.

Spatial aptitude.—Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to visualize objects of two or three dimensions, or to think visually of geometric forms.

Form perception.—Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical perception.—Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Aiming or eye-hand coordination.—Ability to coordinate eyes and hands or fingers accurately so as to make precise movements with speed. Ability to control rapid movements of the hand in accordance with what the eyes see.

Motor Speed.—Ability to make hand movements, such as tapping, rapidly. Ability to make a movement response swiftly and quickly. Probably related to reaction time.

Finger dexterity.—Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately.

Manual dexterity.—Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

May not these 10 aptitudes be regarded at least as part of what you are specifically aiming at in your shop work?

It seems to me that our greatest hope for useful materials to develop specific objectives lies in the general direction of the literature I have surveyed briefly. There are other important items which we do not have time to discuss as fully as desired. One is the job family table in which jobs of the closest relationship to the base occupation are set up in table 1 and in succeeding tables, possibly as many as 15, similar jobs of progressively less close relationship to the base occupation are grouped. Each table has a heading stating the work done, the materials worked on, the equipment used, and the characteristics required of the worker.

Another important item is the job description card which presents just about every important detail concerning a job except the pay. I have several here for your inspection.

Another point of interest to you is that the Employment Service is studying the possibility of an occupational classification system that is based on the—

1. Aptitudes necessary.
2. Work done.
3. Skills and knowledges necessary.
4. Personal traits necessary.
5. Physical demands.
6. Inherent working conditions.
7. Broad industrial classification.

We may anticipate that much highly useful material will be available in the next 3 to 4 years when the study will be completed.

A resolution has been requested by Mr. Sparks. This group may find it desirable to recommend that a working committee of teachers be appointed to pursue this problem further, making full use of such of the materials we have discussed as may be available to discover proper specific objectives for our shop training.

You will probably be interested in certain rehabilitation projects that have some research significance in a practical sense rather than pedantic. In the Office of Vocational Rehabilitation we have been very actively studying the needs of deaf adults who have never had any formal schooling. Resources for this difficult work are our greatest problem. Right here in the Missouri School for the Deaf a splendid start was made for one young lady on a voluntary basis. This work is of a pioneer nature in terms of our current educational system. I am glad to say that several of our outstanding educators are actively interested.

The Office of Vocational Rehabilitation and the State agencies are also studying the problems of deaf persons who are mentally ill or mentally retarded. This crucial problem appears to have two main prongs—facilities for providing necessary services and qualified personnel to extend the services. Mr. Phillips, of Indiana, can give you some interesting information about this study in this area.

National surveys of problems of deafness are under way in at least two prominent private research organizations. The Office of Vocational Rehabilitation has cooperated in providing information and materials.

Since the last meeting of the Vocational Association of the Deaf at Jacksonville, at least five exploratory conferences on unmet research needs in the over-all area of deafness have been held in the Federal Security Agency, three under the auspices of the Office of Vocational Rehabilitation. The purpose was to discuss both basic and applied research needs. Genuine interest was quite evident. However, no decisive action has followed as yet.

You may be aware of the vigorous protest that the Office of Vocational Rehabilitation made to the Interstate Commerce Commission regarding proposed revisions in the regulations for drivers of motor vehicles in interstate commerce. Our efforts to persuade the Commission that hearing should not be a factor in regulating safe operation of motor vehicles were largely frustrated because of the lack of objective data to support our claim that the deaf are among the safest drivers of all. Some satisfaction can be found in the fact that the Commission gave careful attention to our request that, if hearing is found to be necessary on the basis of objective data, hearing aids should be permitted and only the hearing in the better ear should be considered.

Another important area of our work is the development of employment opportunities for deaf people. In this connection the Office of Vocational Rehabilitation has worked out a plan for channeling deaf people into defense employment. The plan is geared to the concept of improved individual employment capacity. In collaboration with Gallaudet College and its alumni association, the Office of Vocational Rehabilitation planned and participated in a unique panel on the theme of employment diversification for Gallaudet alumni. Miss Switzer, Director of the Office of Vocational Rehabilitation, served as the very skillful moderator.

The Office of Vocational Rehabilitation is cooperating with the Civil Service Commission in a long-term effort to educate Government appointing officers to the capabilities of disabled persons. Our first specific interpretive release in this project will be Dr. Schowe's article, *Handicapped?* Finally, we have for some time been studying with the Civil Service Commission means for providing more suitable competitive tests for deaf applicants. A byproduct of this project is interpretation in the administration of the tests. I am happy to present to you my committee member, Mr. T. J. LePine, counselor for the deaf in the District of Columbia Rehabilitation Service, who is probably the only man in history to have provided interpretation in a Federal testing situation. Mr. LePine has an important and interesting paper for your consideration.

EMPLOYMENT OF DEAF IN GOVERNMENT

(THOMAS J. LEPINE, counselor, District of Columbia Rehabilitation Service)

The problems that the deaf have in securing Government employment are of paramount importance, for in the Washington area a large percentage of persons employed are employed by the Government. These persons are working on professional, semiprofessional, clerical, service providing, skilled, semiskilled, and unskilled jobs.

Several deaf workers are employed in each employment category mentioned. Some agencies that have employed them include the Defense Department, Government Printing Office, Bureau of Standards, Treasury Department, Veterans' Administration, National Production Authority, Civil Service Commission, Census Bureau, Federal Security Agency, Naval Ordnance Laboratory, Central Intelligence Agency, Agriculture Department, Labor Department, and the General Accounting Office.

There are some departments within the various Government agencies that are reluctant to hire deaf workers. Some of the placement officers in these departments are not aware of the potential working capacity of deaf workers or are fearful of the attitude that some area supervisors will take if a deaf worker is assigned to them. Other placement officers do not give the deaf applicants an opportunity to demonstrate their abilities.

Many personnel departments want to hire deaf workers because they are cognizant of their abilities. However, before a worker can be employed in most Government agencies, he must pass a civil service examination. The examinations that are given for lower grade professional, semiprofessional, scientific, or kindred work as well as those given for clerical, skilled, semiskilled, or unskilled work are composed, in part, of written questions. These written questions as well as the instructions for these parts present a problem to the deaf who have language difficulties.

The Civil Service Commission appreciates the problems involved and is quite concerned. However, the Commission contends:

1. Handicapped applicants must be placed on an equal basis of competition with other applicants.
2. The basic law requires that civil service examinations be practically related to the duties of the position to be filled.
3. The Commission feels it is impossible to administer different examinations for places on the same register if equality in difficulty and practicability are maintained.

The Office of Vocational Rehabilitation recognizes the need for standards in the civil service testing situation as set forth by the Civil Service Commission but maintains:

1. The deaf with an irreversible or severe language deficiency are not provided an equal basis of competition when a written examination is the screening device.
2. The jobs that do not require verbal duties should not require a written examination.
3. The examinations for verbally limited deaf persons should be nonverbal when the duties of the job are of a nonverbal type.

The Office of Vocational Rehabilitation has also suggested procedures which the Civil Service Commission might use when testing deaf applicants. These are:

1. All deaf applicants should be identified before the test is administered.
2. An interpreter should be present to give the test instructions and procedures.
3. Deaf applicants should be seated in a group so that they can see the interpreter and receive the instructions and procedures.

The Office of Vocational Rehabilitation has requested the Civil Service Commission to ameliorate the examination and testing procedure because more than a score of deaf persons have made known their problems. Deaf applicants as well as those whose Government jobs were in jeopardy approached the Office of Vocational Rehabilitation regarding this matter. Several deaf persons have been employed by the Government for as many as 8 to 10 years and have received excellent efficiency ratings. Their jobs were jeopardized, however, because they could not pass the civil service examination required when a register was established.

Prior to the close of the year at Gallaudet College, representatives of the Commission, the college, and the District of Columbia Rehabilitation Service jointly arranged for students to take a clerk examination and a typist examination. The purposes were several:

1. To assist the students to secure summertime employment in Government which is in critical need of typists and clerical workers at this time of an accelerating defense program.
2. To evaluate the results that can be obtained when some of the Office of Vocational Rehabilitation recommendations are put into practice.
3. To familiarize the students with civil service testing situations.
4. To ascertain to some extent the weight of the language problems of the deaf on test results.

A few words about the tests may be in order here. The clerical test is comprised of three parts which are averaged in determining passing grades:

1. Computation and questions involving simple arithmetic reasoning.
2. Name and number comparison.
3. Word measuring—questions requiring a knowledge of words.

The typing test has two parts, both of which must be passed:

1. Word measuring—30 more or less common words.
2. A typing test covering 10 minutes during which time it was necessary to average 40 words per minute with not more than 8 errors.

The procedures for both tests were as follows:

1. The students were tested in a group.
2. An interpreter from the District of Columbia Rehabilitation Service gave the instructions and procedures.
3. The same test was given to the deaf group as was given to all other applicants.

In all, four special test sittings were undertaken—two clerical and two typing.

The results may be briefly stated as follows:

1. In the first general clerical test sitting, 45 students participated of whom 25 passed.

2. In the second general clerical sitting, 20 students participated. Of these, 13 were new candidates and 7 had failed in the first sitting. Fifteen of the twenty passed; nine of them being new candidates, and six of them being reexamined. Thus, 4 of the 13 new candidates failed at the second sitting, and only 1 of the 7 being reexamined failed.

3. In the first typing test sitting, 17 participated of whom 2 passed both parts; 6 passed the typing part only; 2 passed the word meaning part only, and 7 failed both parts.

4. In the second typing test sitting, eight participated of whom four were new candidates. Two of the four new candidates passed both parts of the test and two failed the written part. The four being reexamined again failed to pass the required two parts of the test.

Some observations appear to be in order:

1. The groups tested were highly selected in that they were of college grade.

2. Only about 4,000 out of 17,000 or 23.5 percent of the general run of applicants for clerical positions in the Federal service passed the examination. This compares to the 40 out of 65 or 61.5 percent of deaf college students who passed.

3. A large majority of the 7 who applied for reexamination after failing at the first sitting passed the second sitting with high scores.

4. All of the 4 students who passed the typist examination, and approximately 15 of 40 who passed the clerical are employed in Government agencies.

5. The results of the tests administered under suitable conditions bears out our thinking that the deaf are a potential source for Government jobs. Dr. Verne K. Harvey, Medical Director of the Civil Service Commission, has said that there are many jobs in Government for which the deaf are qualified.

We will continue to study means by which testing procedures can be adapted so that we can better attain our objective of assisting deaf workers to secure these jobs.

THE VOCATIONAL ACTIVITIES OF THE DEAF AND/OR HARD OF HEARING MENTALLY DEFICIENT IN SCHOOLS AND CLASSES FOR THE MENTALLY DEFICIENT

(Dr. POWRIE V. DOCTOR, professor, Gallaudet College, Washington, D. C., and JAMES MCPHERSON, graduate student, Gallaudet College, Washington, D. C.)

In a recent study by James Robert McPherson of the normal training department of Gallaudet College in conjunction with the American Annals of the Deaf, an attempt was made to determine the status of the deaf and/or hard of hearing in institutions for the mentally

deficient. Part of the material gathered together in the course of the study concerned the vocational activities of the deaf and the hard of hearing in these institutions. This paper is a brief report on these vocational activities and is presented here in the belief that this information will be of use to schools and classes for the deaf who have to deal with the problem of the mentally deficient and the mentally retarded deaf and/or hard of hearing. According to Josephine B. Timberlake of the Volta Bureau, the No. 1 question which goes unanswered by the Volta Bureau is from parents of mentally deficient deaf children. It is hoped that this paper will help to answer some of the questions which these parents ask.

This paper does not contain any new and startling facts. Most of what is being done in institutions for the mentally deficient has been done in schools for the deaf for many years, but this information comes from a source which has not been publicized often enough in the past.

We must not lose sight of one important fact during this discussion: This is that in most cases, the highest I. Q. of the deaf and/or hard of hearing in institutions for the mentally deficient usually is lower than the lowest I. Q. usually found in schools for the deaf. Some borderline cases have been in both schools for the deaf and in institutions for the mentally deficient, and some attend a school for the deaf during the academic year and stay at the institution for the mentally deficient during the summer vacation.

Most institutions for the mentally deficient offer the same vocational activities to the mentally deficient with a hearing impairment as they offer to those with normal hearing. Some types of work which require hearing and a large amount of communication with other people must be excluded however. In working with the mentally deficient deaf, the selection of a vocational activity must be made to fit the degree of the handicaps. This places the selection of the activity on an individual rather than on a group basis. Thus, a person with a higher I. Q. can use the power saw or the power sewing machine, but those with the lower I. Q.'s must be put to activities where hand tools or simple power tools are suitable to do the job.

The selection of the vocational activity for the mentally deficient deaf is of great importance as the choice often influences the mental growth or deterioration of the pupil. If he is trained in a vocation which he can do with competence and assurance and which he likes to do, then his chances of living a happy useful life are increased greatly even though he may be an institution case all of his life. If the vocational teacher and the vocational superintendent, with the help of the school psychologist, can find a vocation physically and mentally suited to the retarded and mentally deficient deaf they will have lessened the chances of these retarded and mentally deficient deaf people eventually becoming custodial or institutionalized cases at an institution for the mentally deficient.

No attempt was made in this study to determine the activity suitable for any given I. Q. All we wanted to know was what activities were considered most suitable for the deaf and/or hard of hearing mentally deficient. The following activities are those reported by 41 institu-

tions as being the most suitable and they are listed in order of decreasing importance:

- | | |
|------------------------------------|----------------------------|
| 1. Farm and garden work | 7. Arts and crafts |
| 2. Helpers in skilled crafts | 8. Weaving |
| 3. Housekeeping | 9. Care of children |
| 4. Sewing (hand and power machine) | 10. Brush and broom making |
| 5. Laundry | 11. Shoe repair |
| 6. Kitchen and bakery | 12. Knitting |

The following activities were also listed and while not as important as the above listed activities, they give further evidence of the wide variety of activities which can be used with the deaf and/or hard of hearing mentally deficient. Each item in the following list may be considered as being of equal importance with each other item.

- | | |
|------------------------|----------------------------|
| 1. Meat cutting | 10. Storeroom helper |
| 2. Care of linen rooms | 11. Tailoring |
| 3. Dining room work | 12. Mattress manufacturing |
| 4. Ward work | 13. Cannery |
| 5. Nursing | 14. Butchering |
| 6. Mending | 15. Fancy work |
| 7. Upholstery | 16. Typing |
| 8. General labor | 17. Personal service |
| 9. Errand boy or girl | |

An excellent guide which will be very useful in the planning of the curriculum for the mentally retarded or mentally deficient deaf is Elise H. Martens' Curriculum Adjustments for the Mentally Retarded.¹

While this bulletin was written with the mentally retarded with normal hearing in mind, it contains a good summary of the experiences and skills which may be developed in the mentally retarded child in order to bring him to his highest capacity.

As the deaf and/or hard of hearing mentally deficient are not capable of very much academic work, it becomes the duty of the vocational department to teach the fundamental skills necessary to accompany the manual skills. They must learn to read for their own protection. Such signs as "danger," "caution," "keep off" "explosives," and so forth, must be a part of their experience. Reading for information and how to follow instructions can also be taught in conjunction with the vocational activity; they can be taught to write simple sentences and notes to express their needs, and thus learn simple language and spelling; arithmetic is necessary in all vocations and the simple fundamentals should be stressed with their vocational activities. Such an everyday item as making change for money is necessary. Cleanliness and good habits of dress can be taught, good habits of mind and attitudes, physical health, and many other things too numerous to mention.

The role of the vocational department in the education of the mentally deficient deaf and/or hard of hearing is very important. If the vocational department fails to help them make a suitable adjustment, then the deaf and/or hard of hearing mentally deficient may face only institution care for the rest of their lives. However, if the schools and classes for the deaf and the hard of hearing help the mentally retarded and the mentally deficient, then many of them will

¹ Elsie H. Martens, Curriculum Adjustments for the Mentally Retarded (Washington 25, D. C., U. S. Government Printing Office, 1950), Second Edition, Bulletin 1950, No. 2, pp. 100.

be able to make their own way in life, in some simple but worth-while occupation, but nevertheless free from an institution for the mentally deficient.

VOCATIONAL EDUCATION FOR GIRLS

(Dr. CARL E. RANKIN, superintendent, North Carolina school)

Mr. Chairman, members of the convention, the title assigned to this panel is vocational education for girls. Associated with me are Mr. Hall, superintendent of the Oklahoma school; Mr. Cunningham, guidance teacher, Ontario school; and Mr. Boyce Williams of the Vocational Rehabilitation Office, Washington, D. C. It is my responsibility to present some of the problems of vocational education for girls, and these gentlemen will undertake to discuss some questions that grow out of the general statement of problems.

First of all in order to orient ourselves, it might be good to have a definition of vocational education. Here is one that was set forth by the Southern States Work Conference in 1946:

Vocational education is that component part of total education which centers its attention upon locating, defining, and solving problems faced by people in (a) choosing an occupation, and (b) preparing both personally and vocationally for an occupation and (c) entering upon and progressing in an occupation.

Here is another one, I like, possibly because I was a member of the group that worked it out—in North Carolina some 3 years ago the Governor's educational commission gave this definition of "Vocational education":

Vocational education is an integral part of the total program of education and is the responsibility of every school—vocational education is (also) the educational birthright of every child.

Note three things about these definitions:

(1) Vocational education is an "integral" or "component" part of total education (2) it is the birthright of all children, and (3) it covers choosing, preparation for and progress in a vocation. Mr. Chairman, I feel sure that we can all agree upon these principles which seem to be the basis for vocational education; if these need to be amended or modified, I hope we shall have opportunity at the end of the panel. Let me take just a little more time to draw from these general principles to guide our thinking:

1. Girls are not exempted from these definitions, and I think we would agree that they have an equal "birthright" with boys.

2. For girls, as for boys, this vocational education program should be an "integral" part of total education. By that we mean it should be closely and securely tied into the total school program.

3. All girls need and should have vocational education, and the program for girls should be adequate for their needs. We have possibly fallen down here; our schools until very recently have seemed to lay more stress upon vocational education for boys than for girls; to provide both a more inclusive program and more space and equipment for boys than for girls. I suggest that present day step-up in emphasis upon improved facilities for vocational education for girls in our school is our own confession of its inadequacy.

4. As in the case of boys we cannot hope to give full vocational education to girls; it must be essentially prevocational. Girls should

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have the advantages of on-the-job training through the assistance program of the Federal Office of Rehabilitation.

5. Vocational education for girls should begin around 12 years of age, and should start with fairly simple work in arts and crafts, and should lead to the selection of, and preliminary training in, a chosen vocation.

6. All girls should have a well laid out, well taught course in homemaking, covering adequately all seven of the areas of homemaking; and in addition, each girl should, as far as possible, be helped to (1) choose, (2) secure training in, (3) enter upon some remunerative occupation.

This general statement of our problem has led us to pose for your further thinking eight questions; they are listed on the blackboard; Mr. Hall will discuss 1, 2, 3, and Mr. Cunningham 4, 5, 6, 7, and 8; after that, the meeting will be thrown open for discussion; we think this discussion may well be of considerably more value than the presentation by the panel; we suggest that you find some paper right now and jot down your comments or questions.

RESOLUTION

Be it resolved THAT the Vocational Association of the Deaf, meeting as the vocational section of the Convention of American Instructors of the Deaf, at Fulton, Mo., June 18-22, 1951, adopt, and seek to promote the following principles relating to vocational education for girls:

1. All girls should have an adequate opportunity to "find themselves" vocationally.

2. Homemaking is a must in the vocational education program of every school, and shall cover the seven areas of homemaking.

3. Wherever possible, girls should, in addition to homemaking, be given training in a remunerative occupation.

4. We, as an association, should particularly: (1) Seek to provide a more adequate vocational education program for girls, (2) seek to raise standards for vocational teachers to the present level of academic teachers in the schools for the deaf, and (3) seek to provide more adequate training facilities for vocational teachers.

PANEL DISCUSSION: VOCATIONAL EDUCATION FOR GIRLS

(Mr. L. B. HALL, superintendent Oklahoma School)

Friends who are working for the promotion of a greater field of vocational education to be offered to our deaf girls, I was given four topics upon which to touch in my short talk:

1. Areas of homemaking.
2. Remunerative occupation for girls.
3. Girls and the Federal rehabilitation service.
4. Preparation of courses of study.

In 20 minutes one cannot cover all four of these topics and do any one of them justice and, too, we are to leave a little time for discussion.

The first one "Areas of homemaking," I feel is well taken care of in most of our schools. If anyone has questions he would like to ask on this, an opportunity to do so will be given.

Let us skip No. 2 for the moment.

No. 3. I cannot handle in the intelligent manner that Boyce Williams can. Let's leave that to him other than to say that the rehabili-

tation service gives our girls the same consideration and service they do our boys. Each year just before graduation they have their representative come to our school and get full information on each graduate. Later, if the pupil needs their help in getting placed, they have the desired information, both personal and scholastic—academic and vocational.

No. 4. Preparation of courses of study, is the same for the girls as it is for the boys. Our boys and girls are in vocational classes together.

Now, going back to No. 2, "Remunerative occupations for girls": I shall enumerate (a) through (f) as given to me and then add a few of my own, or possibly subheads under (e) "Industrial work."

- (a) Teaching.
- (b) Secretarial work.
- (c) Technician, laboratory, et cetera.
- (d) Food services, restaurants.
- (e) Industrial work.
- (f) Farm occupations, poultry raising, et cetera.

Or under (e):

- (g) 1. Dry cleaning, pressing, alterations, and repair.
- (h) 2. Print shop and all that goes with it.

In the short time that remains, I shall try to give you a little of what we have done in these two vocations that in our school had always been offered to boys only until the fall of 1947.

When school opened in September of this year, girls who wished and who had come to within at least 3 years of graduation, were permitted to enter one or the other of these two vocations upon the approval of their parents and a recommendation from our office. The reason for our permission was so that we could discourage those whose language was not adequate to justify them entering the printer's field. Other than this one reason, our girls may enter either of these vocations or may continue their work in homemaking studies, as they choose.

May I here give you a short statement concerning our girl graduates for the years 1948, 1949, 1950. We shall report on every girl who left our school during that time, regardless of whether she received a certificate or a diploma.

There were 7 girls in the 1948 class; 2 girls, 1949 class; 8 girls, 1950 class; total, 17 girls.

For the 1951 class there were three girls, but they have hardly had time to get in on this count.

Of the above number (17) of girls: 2 are in college; 3 are in printing, linotype, etc.; 7 are in cleaning, pressing, etc.; 1 is a beauty operator, took training in a downtown shop and studied book work in our school, passed the State examination; 1 is working as a photo finisher in a large shop in Muskogee, Okla.; 1 is an armature winder for Fred Jones Ford Dealer, Oklahoma City, Okla.; 1 is married and keeps the home; and 1 is in working in a laundry.

This does not mean that only one of these girls is married. There are six (five others) who are happily married but who continue to work at their trades.

You notice that 10 of the 17 girls are working at one or the other of the two trades that were made available to them along with our boys.

Our instructors say that the girls, on an average, are well up with our boys in skill and endeavor. One of the girls started out as linotype operator at \$50 per week. Their beginning salaries usually are between \$30 and \$50. You must understand that Oklahoma is in the lower-salary brackets.

Many of our boys are now in the union, which brings them in \$95 per week basic. Two of our girls are taking the union work and expect to finish the 6-year course in 4 years. They are allowed 2 years for the work they have had in our classes.

If any of you have questions you would like to ask, we shall be glad to try and answer them.

We feel that we owe it to the girls to prepare them to enter vocational competition on equal footing with our boys.

PANEL DISCUSSION: VOCATIONAL EDUCATION FOR GIRLS

(Mr. FRANK CUNNINGHAM, guidance teacher, Ontario School for the Deaf)

PROBLEM 5

When we talk about teacher preparation and standards for teachers for vocational education for girls we may think of two things:

- (1) We may think first of the ideal—what we would like.
- (2) We must remember that we have to use what is available.

There is not much point in discussing the ideal. That is easy—the best trained craftsman who has acquired skill as a teacher of the deaf.

For example: It is doubtful if anyone will dispute the statement that the teacher of home economics who has a graduate degree in home economics, who has training as a dietitian, and who has had successful teaching experience as a trained teacher of the deaf, would make an ideal teacher of home economics, but it is difficult to find such a person.

We in the Ontario School for the Deaf try to choose all our teachers from the personnel of trained teachers for the hearing. An essential qualification is a thorough knowledge of the subject to be taught. We have been very fortunate up to the present.

In the final analysis the personality of the teacher plays the important part.

PROBLEM 6—TEACHING EQUIPMENT

There is not much one can say regarding teaching equipment other than what everyone will agree, "that it should be the best available and kept up to date." But a word of warning. It may be that too much stress can be placed by a school on up-to-date equipment. It may come from a natural school spirit to excel. But let us always remember that equipment is bought and placed in use for one reason and one reason only. That is the training of deaf girls. Many of our graduates will leave school and obtain work or go into a home where such up-to-date equipment is not available. Then it would seem wise to keep this fact in mind and that training on equipment not quite up to date should not be neglected.

PROBLEM 7—GUIDANCE AND COUNSELING—TESTING INTERVIEW

Of all schools in existence that need a complete and thorough guidance program, the residential school for the deaf probably needs it most. After all, the only guidance the pupil receives is that given him by the members of the staff of such a school for 9 months of the year.

The guidance program should be headed up by one well-qualified person, but all members of the staff should participate. Counseling should be the heart of the guidance program, especially individual counseling. But let us not confuse it with correction and discipline. I do not think that the guidance worker can avoid entirely some responsibility for discipline problems, but I think the major aim of his counseling program should be the avoidance of these problems. In other words, it should anticipate them and remove, as far as possible, the cause.

To do this in any way effectively the guidance worker must have complete and reliable information about each child. This involves a great many reports, a great deal of record keeping, filing, etc., but it is well worth while.

A complete testing program is a help in establishing the type of work for which the individual is best suited.

We use Ontario school ability test.

The Minnesota clerical test.

The Detroit mechanical aptitude.

The Minnesota paper form board.

The McQuarrie test of mechanical ability.

It is probable that most tests, with the possible exception of clerical tests, measure not one special ability but, more often, general ability, or, more specifically, intelligence.

It must be remembered that tests are only one of the signposts and many others have to be taken into account.

The interview is the guidance teacher's opportunity. Comfortable privacy is an essential. There is a great deal of discussion nowadays upon the relative merits of different types of counseling in the interview. The direct and indirect method, the one involving the authoritarian situation and the other, the person to person. Certainly the ultimate aim is to have the pupil think for himself and make his own decisions. With deaf children it has been my experience that sometimes one method will work, sometimes another. Use what works.

To sum up: We, as teachers of the deaf, are called upon to do far more, to go a longer way than most teachers of the hearing. We must learn to "go the second mile," to condemn no pupil while we still have an opportunity for counseling.

PROBLEM 8—FOLLOW-UP

Follow-up after leaving school is an essential part of a good guidance program. Formerly we taught our pupils for 12, 13, or 14 years, perhaps longer, using infinite pains and taking great pride in their development and then we suddenly washed our hands of them at a time when they probably needed help most.

The ideal, of course, is a full-time placement officer. If there is one there should be close collaboration between such an officer and the school. We are fortunate to have such a situation in Ontario. Auxiliary to this, the school tries to keep track of its graduates by letter and the guidance office keeps a bulletin board called With the Grads. On this board is placed a short résumé and picture of the graduate's school life and postgraduate activities. "Don't lose track of the pupil."

SECTION FOR ART

Chairman: Mrs. Helene Callicotte Condon, fine arts department, New Jersey School for the Deaf, West Trenton, N. J., section committee leader, presiding.

Opening session.

Movies: Fine arts—Your Child Is a Genius (explains why free expression through crayon, paint, and paper is important to the child); Brush Techniques (shows samples of watercolors and the necessary equipment for producing them. Eliot O'Hara is the artist, and used various brush techniques to create a landscape); Painting Reflections in Water (Eliot O'Hara paints a harbor scene at Gloucester, illustrating correct technique of painting reflections); Clay in Action (step-by-step demonstration of a sculptor remodeling a head in clay); Making a Mural (Thomas Hart Benton shows the steps in making a mural). (Films lent through the courtesy of the State Museum, Department of Education of New Jersey, Trenton, N. J.)

Paper: Need for Art Education in Daily Living, Harold Schultz, associate professor of art education, University of Illinois.

Open discussion.

NEED FOR ART EDUCATION IN DAILY LIVING

(HAROLD A. SCHULTZ, associate professor of art education, University of Illinois)

That art education is being considered at this thirty-fifth biennial meeting of the Convention of American Instructors of the Deaf is further indication that something significant is happening in American education today. There appears to be an ever-increasing interest in education in art not only on the part of special art teachers but classroom teachers as well. Today, very few educational conferences are planned which do not include special sections or discussion groups devoted to a serious consideration of the part that art has to play in the total educational scheme.

Why are teachers, everywhere, showing an increased concern for art education? The atom bomb, conservation of natural resources, education for defense, and other crucial issues in our culture are having their impact upon education. These problems are of extreme importance but they are not enough to constitute a complete education for youth. Teachers throughout the land seem to be sensing that if our culture is to be saved it must be worth saving. If human beings are to be spared from total destruction, education must make certain that people can, in spite of many difficulties, lead wholesome, satisfying, and happy lives.

This is where art enters into the education of all. Art plays a tremendous role in leading people toward better living. Most of the things we do, those we have pride in, are satisfied with, have confidence in, and derive a sense of well-being from, are those things in which some aspect of art has entered. When people arrange their homes for better living, arrange and cultivate a flower garden, select

and combine clothes, construct or build an object, paint or draw at leisure; they find satisfaction and enjoyment when they do them well. Some art has entered into those activities through the efforts of selection and the attainment of a sense of order. These may be relatively simple arts compared to the profound expression of the professional painter, sculptor, and musician. But they are arts nonetheless. Through the common, ordinary business of daily living, we express ourselves and we receive varying degrees of satisfaction and success.

Art in public education is concerned with the problem of making people do everything better, of making of them better persons and in turn better citizens. However this is not accomplished by paying attention solely to the art product. The art experiences provided in education must place emphasis on the process as well. The product is an outgrowth of something that has happened to the creator, be he an adult or child. Why is this process so significant? As a result of education we want people who can deal with all kinds of problems and situations in a creative way. We want people who can and who are willing to use imagination and originality in solving personal as well as social problems.

If we want a society made up of well-integrated individuals, people who will do something about the ugliness that surrounds them, who will make better use of their leisure time, and who will be fundamentally creative persons; then we must begin in the schools. Young people, especially the deaf, must be given every opportunity to develop their powers of inventiveness, ingenuity, and imagination. The ability to follow directions, on which so much of education has been based, is not enough. The development of the concept of creativeness is just as basic to education as is the development of language and mathematics concepts, or the concepts of social responsibility. In view of this teachers cannot help but subscribe to the principle that education in the arts is a fundamental right of all the children of all the people.

It is imperative that all teachers of young people have an understanding of how the creative process develops and the relationship this development has to the normal, all-around growth of children.

Long before the child first enters school he makes random attempts at self-expression. If he accidentally comes in contact with a pencil or crayon he engages in free scribbling which is characterized by a series of disordered lines going in all directions. He delights in the physical activity and has little or no notion that there is any connection between his arm and body movements and the results on the paper. In a like manner he crushes or tears a newspaper. He hammers on wood or other materials for the sheer delight of hammering. There is no interest in the product produced and the pleasure the child has is a kinesthetic one. He continues this more or less disordered activity until he realizes that there can be some relationship between the direction his arm moves and the results. His scribbling then becomes more controlled, that is, we can recognize circles, ovals, perpendicular, and horizontal marks. He learns that a certain movement with his hands while using clay will produce a ball and that the pressure of the palm of his hand will flatten it into a disk-like shape. He learns that the use of his fingers in a certain way will produce a group of channels in the sand table.

Many educators refer to these early attempts at expression as a period of exploration and manipulation in the development of the

child. He is intensely interested in the nature of materials within his grasp—what they are and what they will do when he manipulates them. He has a strong desire to learn from first-hand experience.

The child makes no attempt to represent things in his natural environment. He has no preconceived plan in mind and if the results have any artistic design, they are purely accidental. The child works spontaneously and he enjoys the physical well-being that comes from using large muscles in arm and body movements. He derives a great deal of satisfaction and a sense of success from being able to repeat the same kind of expression. Art experience is not "special" to him, rather it is part of his daily living of playing, walking, and eating.

It is important to realize that in the child's exploration all the senses are involved. He often tastes clay and paste, or paints his arms and hands with watercolor to see how it feels. He squeezes finger paint through his fingers and smells the glue, wood, cloth, and crayons. Using the senses to learn about the world through manipulation and exploration knows no age limits. Adults do the same thing when faced with a synthetic fabric or a new plastic material for the first time. However teachers must recognize that children have so much more to become acquainted with.

As the child's experience widens, his thinking changes and he begins to use his developing imagination. The scribbles, the daubs of paint, the mounds of clay look as they did before. But the child now gives them names. This he calls a train; this, some smoke, and that, "father going to work." The huge mound of crushed paper is miraculously transformed in the child's mind, into an elephant.

Somehow the child becomes more conscious of people, places, and such things in his environment as automobiles, trains, trees, and animals. Although his expression reflects this knowledge the products do not mirror nature. Instead they are symbols of the things he knows. Teachers often designate this period of growth as a stage of symbolism. The youngster uses symbols to say something to himself and to play with these symbols in an imaginative way. Unfortunately many adults find it difficult to see the value in symbolic expression. They wish the child to deal more realistically or photographically with the material world. Often parents and teachers attempt to teach the child to draw a real train or tree or cat. But this only brings about frustrations, for the creator is not trying to draw, model or construct what he sees. Rather the child is using art materials to symbolize what he feels and knows.

The child continues to use symbols and improve on their form until he reaches a point when he wishes to tell a story. He has improved or developed in his social relationships and he is anxious that his art product have some meaning for others. His relationship to his environment becomes more clear and he recognizes not only things but events and happenings. He wishes to communicate to others the exciting things he has observed and participated in. He enters upon, what is now known, as the narrative or story-telling phase of his development. The child now draws, paints, models, and constructs things which are more easily identified by the observer. The general form of a man, or house, or tree, or animal can be recognized. With a kind of intuitive sense, the child portrays only what is essential for recognition. This is true for the individual objects as it is for the

story itself. "Going to the circus" or "walking in the rain" will contain only the essential and characteristic elements from the child's point of view.

It is most discouraging to children to be told by teachers and parents that their paintings, drawings, or models are incorrect. He has said what he wants to say in a forthright way. It is inaccurate or incorrect only from an adult point of view. True, for the adult, many important parts of the picture are missing, others hopelessly exaggerated. Characteristically there is little sense of space, everything is drawn on a single plane. The man is taller than the house, people without trunks have their arms and legs projecting from an enormous head. What can be the reason for these exaggerations and omissions? What can be the cause for a wholesale distortion of the natural appearance of things? Children tend to exaggerate and emphasize those elements which have emotional significance to them. They tend to present visually what they understand and no more. They will omit details until some event occurs which calls attention to them. Learning to button clothes or to tie shoes may be an impressive event. If so, subsequent drawings and clay figures may show an exaggeration of figures and hands. Certain visual experiences may also result in distortions of size. Many of the things which surround a child are extremely large to him. His view of people, trees, vehicles, etc., is quite different from that of an adult. Thus he draws a tree with emphasis on the size of the trunk, or he shows his classroom with windows very high above the floor. The sky is enormous and always above him and so he indicated it by a stripe of blue at the top of the picture. At the same time the child is more apt to portray what he knows and feels than what he sees. A visit to the fire station may be an exciting event and for the child one accompanied by many emotional reactions. As a result he portrays in a single painting both the inside and the outside of the fire station.

A drawing of his family eating dinner will show a top view of the table with water glasses and dishes in a characteristic side view. The family itself will be drawn as if those on opposite sides of the table were up-side down to each other. The result is not drawn from a single vantage point as an adult artist would. Rather the child draws a combination of what he has seen and what he has experienced in a physical way. It is important for all teachers to realize that art expression is an integral part of the child's experience. All children must be permitted to grow creatively in a way which is consistent with their physical and mental growth. Copying and tracing eliminates originality and sets up false standards for the child to follow directions and develop some ability for physical coordination. Such activity has little to do with art education and actually retards the child in his growth as an inventive and creative human being.

If art education is to have meaning for our time it must allow all children to experience a wide range of materials in an original, experimental way. Problems must be solved at the child's level in a manner which will develop self-confidence in the solution. This requires the guidance and encouragement of intelligent, sympathetic, and understanding teachers and parents.

GENERAL SESSION, TUESDAY, JUNE 19

Presiding: Miss Clara Hamel, principal, Rochester school, section committee leader.

Paper: Means of Developing Language Concepts Vital to Reading, Cornelius Goetzinger, adjustment teacher and psychologist, California School for the Deaf, Berkeley, Calif.

Demonstration: A Primary Class—Pupils from the Missouri School for the Deaf, Fulton, Mo., Mrs. Ruth McQueen, teacher.

Demonstration: An Intermediate Class—Pupils from the Arkansas School for the Deaf; Little Rock, Ark., Miss Alyce Thomas, supervising teacher.

Panel discussion: Reading. Discussants: (1) Reading Skills, Miss Margaret H. Fitzgerald, head teacher; Shorewood, Wisconsin Day School; (2) Reading in Subject Matter Area, Miss June E. Newkirk, teacher, Arizona School for the Deaf, Tucson, Ariz.; (3) Reading Tests and Materials, Miss Marie A. Riese, teacher, Junior High School 47, New York City; (4) Recreational Reading, Mrs. Laura L. Crosby, teacher, Wisconsin School for the Deaf, Delavan, Wis.

Address: A Curriculum for Days of Crisis, Dr. Edwin Reeder, professor of education, University of Illinois, Urbana, Ill.

TUESDAY AFTERNOON

Presiding: L. A. Harrison, assistant superintendent, Missouri school, section committee leader.

Demonstration: 2 x 2 Film Strip on Language Principles, Milford Cress, teacher, Illinois School for the Deaf, Jacksonville, Ill.

Demonstration: The Tachistoscope and Its Possibilities in a Visual Aid Program. Robert Clingenpeel, teacher, New Mexico School for the Deaf, Santa Fe, N. Mex.

Demonstration: Some Uses of the Bioscope and Delineascope in the Teaching of Science, Richard Davis, teacher and director extracurricular activities, Missouri School for the Deaf, Fulton, Mo.

Demonstration: Film Strip Aids to Language Teaching on the Primary Level, Miss Golda Caldwell, teacher, Kansas School for the Deaf, Olathe, Kans.

Demonstration: Use of Film Strip in Intermediate Grades, Miss June Newkirk, teacher, Arizona School for the Deaf, Tucson, Ariz.

Demonstration: Visual Aids in the Teaching of Social Studies on the Advanced Level, Miss Martha Lutz, teacher, Missouri School for the Deaf, Fulton, Mo.

Open discussion.

EVENING PROGRAM

Community sing: Robert G. Herrmann, leader, Mrs. Cleo Statton, accompanist.

Address: Education—An Investment in Human Resources, Dr. Corma Mowrey, president, National Education Association, Washington, D. C.

PROCEEDINGS, TUESDAY MORNING

(Miss Clara A. Hamel, principal, Rochester School for the Deaf, Rochester, N. Y., section committee leader, presiding.)

Miss HAMEL. This morning we are going to give our attention to the specific area of reading, first with a paper followed by two demonstrations. This will be followed by the keynote address at 11 o'clock. Turning our attention now to the subject of reading we have the privilege of hearing a paper by Mr. Cornelius Goetzinger, adjustment teacher and psychologist of the California School for the Deaf.

MEANS OF DEVELOPING LANGUAGE CONCEPTS VITAL TO READING

(CORNELIUS GOETZINGER, adjustment teacher and psychologist, California School for the Deaf, Berkeley, Calif.)

The ability to read, an essential aid to learning, becomes increasingly more important in modern-day living despite the inroads of

other avenues of communication and thought transmission. At the present time more than 9,000 books are being published in the United States annually in addition to thousands of magazines, journals, newspapers, and so forth. The reading habit is indulged in by more people now than at any other time in the history of the world, and meager indeed are the fruits of life for him who has not mastered at least to some degree, this most useful tool of man.

This need for acquiring the skill of reading is doubly important to the deaf child. To the child with normal hearing and intelligence who has developed the ordinary means of communication through the process of listening to speech or spoken language, reading is largely, at least in its beginning stages, a problem of associating visual stimuli in the form of printed symbols to auditory language patterns or engrams already established in the brain. Children who have had a rich background of experiences in conjunction with the language patterns associated with these experiences will, with other things being equal, get a greater breadth of meanings from the printed symbols, and make associations faster. In the case of hearing children, as proficiency in reading increases, it is not long until the preliminary process, as it were, has been reversed in that reading is contributing to language growth rather than vice versa. From the point of view of vocabulary alone, the average individual's capacity for understanding is about 10 times as great as what he ordinarily uses in conversation.

With the congenitally deaf child, however, as all of us are so fully aware, the foundation upon which reading is built, has either not been developed or else is so inadequately developed that the normal process of relating the latter with the former cannot take place. This does not mean that the child who has been born deaf is incapable of having ideas. It does, however, mean that without the use of language either auditorily acquired or acquired via the printed page, one's potentiality for thinking or having and using ideas is so severely circumscribed as to keep the thought processes at a relatively concrete functioning level. Abstractions as such are extremely limited, when one must depend entirely upon a genetically lower order of communication such as gestures. The difficulty of teaching the abstract to the deaf is not for reasons of deficiency in intelligence, as those of us in the field know, but simply because of the lack of language development.

In order to attach meanings to words and develop language, teachers of the deaf from earliest times have had to make a much more extensive use of visual aids in the class room than is customary in schools for the child with normal hearing. With the advent of motion-picture films about a half century ago, still another type of visual aid was placed at the disposal of educators. The outbreak of World War II with the need for speeded-up programs gave impetus to the use of motion-picture films for instructional purposes. Research prior to the war with hearing children had indicated the superiority of the use of motion pictures in teaching factual material, in developing thought and reasoning, in teaching relationships involving the interaction of characters and events, and on the permanency of learning. As Hoban and Zisman have put it, "Thinking, however, cannot be done in a vacuum. Motion pictures supply a type of concrete experi-

ence which furnishes a basis for thought" (p. 114, *Visualizing the Curriculum*).

While motion pictures have been utilized to some extent in teaching subject matter such as history, science, and so forth, to advanced classes in schools for the deaf, there have been no systematic attempts, so far as the speaker knows, to use them instructionally as aids in developing language and reading in the primary grades. The purpose of this paper, then, is to report on the preliminary work with films that is in progress at the California school, and to make some general suggestions as to their use.

One of the motion-picture projects presently under way at the school is sponsored by the Conference of Executives of American Schools for the Deaf. Dr. Elwood A. Stevenson, a member of the committee of four on motion pictures, which in addition to the aforementioned consists of Mr. Boatner, of the American School; Mr. Galloway, of the Rochester school; and Dr. Brill, of the new Riverdale school, has encouraged the Golden Gate Film Co., of San Francisco, to make the pictures. The script or captions for the pictures, *A Trip to the Farm*, has been worked out with Mrs. Edna Wolf, supervising teacher of the primary department at the school, as consultant. After the completion of the film, probably sometime this summer, it will be sent to the three other members of the committee of four who will present it in various schools for critical evaluation. Following this, it will be returned again to California for revision and final production. If the picture proves a success, others will follow dealing with experiences common to children throughout the country.

The unit, *A Trip to the Farm*, will be made up of two parts: First, a stimulus film, which is the picture in toto without captions; second, what might be termed the teaching films, or the picture subdivided into approximately 10 three-minute incidents or episodes. (An example of an episode might be, *Mother Prepares Our Lunch*), as each scene occurs in the episode, the language for it is presented simultaneously with the verb tense being the present progressive. Immediately after each scene, the language is flashed again on a blank screen, but in the past tense. This is to be followed by a lip-reading step, in which only a face will be shown repeating the sentence in the past tense. There are then, three steps for each scene: First the caption in the present progressive which will accompany the scene; second, the caption in the past tense after the scene is over, and flashed upon a blank screen; third, the lip-reading step, which is also in the past tense. A slight addition here, would be to have the entire story of the episode presented in the past tense for reading and lip reading as its final steps. Stills will be made from the film for preparatory concept bulletins, and so forth.

It is conceivable that many of the nursery stories so dear to the hearts of little children could be filmed rather inexpensively. Much of the original language of these stories is beyond the grasp of beginning grades, and many of the concepts conveyed, especially those of a humorous nature and dependent upon a play of words, would be difficult to get across, but at least, the child would be provided with a mental picture as a basis of thought which could be provoked time and time again with subsequent showings to which language

concepts could be gradually attached through lip reading, speech, and simplified reading versions. As the child's facility and command of language grew from year to year the story in richer concept could be presented by the teacher. This type of story would, perhaps, be of greater value, if it were made without captions because of the language structure, and so forth, difficulties referred to above. However, aside from their academic possibilities and imagination stirring content, they are potential means of inculcating patterns of acceptable behavior.

Another thought that might bear some consideration, is the production of motion pictures for use in conjunction with readers. This would seem to entail either a writing of special readers for the deaf, or permission from the publishing companies to make motion-picture versions of their stories. It is felt that in the filming of the stories of readers that the language should and could be taken over almost verbatim, without causing confusion because of verb tense of the action, by the method in which captions were presented. For example, a phrase such as "Look, look, mother! See the airplane fly!" could be flashed on the screen immediately after the words had been spoken by the actor, prefaced by "John or Mary, or whoever it was, said." With regards to the past tense, the caption would not be shown until the action was completed. In the future tense, the action would follow the caption, prefaced as in the present by "so and so said." In the Scott-Foresman series, neither the future nor the past tense is introduced until primer I, which has been preceded by three primers. Such films would be of only a few minutes duration (possibly 5 at most) to be used concurrently with each little episode as it occurred in the book.

It should, perhaps, be reiterated here that motion pictures as discussed in this paper, are considered as aids only, in the development of mental pictures for language concepts and in the teaching of reading. They are employed, as it were, in the storing up an apperceptive mass of visual images or experiences to which ideas and meanings as expressed symbolically through written or printed language, lip reading, and speech, might be attached. They are to be used concurrently with the methods of teaching language, and the teaching of language through reading in order to provide a backdrop or mental situation in which learning may take place, and as a reinforcing agent in learning. That motion pictures are highly motivational for learning with hearing children has been proven beyond question. Their value as means of depicting continuity of action is evident. With the deaf child, in addition to the other advantages that have been cited, they would provide another channel for much-needed repetition. Gates estimated about 20 years ago that the average hearing child requires 35 repetitions to learn a word in reading, aside from practice or repetitions that might have occurred during incidental reading. If Gates' estimate may be generalized to include the learning of language by the deaf, it seems reasonable to believe that motion pictures as educational devices will help to supply this need.

The other motion-picture project which is in progress at the California school is concerned with the needs of the children within the school itself. For many years now, it has been the policy of the school to utilize still films or snapshots in teaching the language of the child's daily activities in and around the school. Each teacher in the primary

grades is provided, for example, with pictures of the dormitory, dining room, playfield, etc., along with action pictures such as combing the hair, making the bed, passing the butter, kicking a ball, etc. The project then, consists of filming the experiences of the child that occur in the school environment. To mention a few of the topics, there are Getting Up in the Morning, Hair Cut, and Party Time. Subtopics under Play Time call for the filming of about eight games in addition to play activities on heavy equipment such as the jungle bars, seesaws, etc. This project is being carried out by Mrs. Wolf, supervising teacher of the primary department, Mrs. Ruth Birk, dean of girls, and Mrs. Stricklin, teacher of the primary department, with Mr. Leo Jacobs, the school's photographer, doing the filming. Work is presently in progress on Getting Up in the Morning.

Another possibility that suggests itself in connection with the use of motion pictures in the classroom is the placing of a camera in the hands of the teacher, or better still, of a school photographer whose sole job is to film experiences with regard to a teaching situation. The school photographer, in other words would be at the services of the teacher to accompany her with the class on an experience trip. The language to be presented would have been worked out previously by the teacher, and a consultation had with the photographer to iron out the details. Some of the experiences, such as visiting a farm, might precede in the classroom the professionally made Trip to a Farm, and hence, help to lay the language ground work. The fact that the children themselves would be the actors, should add to the motivational value of the film, and thus act as an additional reinforcer for learning. These films should be shown from year to year in the elementary grades, aside from several times during the course of a particular year in which the experience had taken place, not only to review the language, but also as a possible means of developing broader language concepts and new language that might be available from the film which previous limitations made impossible to utilize. These films might be made without permanent captions with the teacher projecting on the screen at the proper time by means of a slide projector, the appropriate language. The captions accompanying the action would be in the present progressive tense.

The final caption would present the story in its entirety in the past tense, followed by a close-up of the teacher, telling the story for lip-reading exercise. Since there would be only one film, which combines the stimulus and teaching films, the second and third steps of the professionally made teaching film might be better omitted, not only because of the technical difficulties that are involved, but also to preserve the continuity of the action.

Another feasible adjunct to the use of motion-picture films within the school, is related to the teaching of language principles usually developed during the primary years. This, of course, has been implied in the foregoing discussion. It, however, may be possible to form a committee of experts on language principles, and work out ways and means of filming many of them, as well as techniques for presentation.

Finally, but in no respect the least, is the consideration of motion pictures in connection with dramatizations or little plays put on by the children. In fact, many language principles readily lend themselves to this type of work. In dramatization an opportunity would

be offered for speech practice by the children. The mere thought that they would be preparing or practicing their speech so that it could be read from the lips on the screen, might be an additional incentive for greater effort in using speech functionally. Also, in this respect might be the use of film in developing acceptable attitudes, manners, and so forth.

Some of the suggestions with regard to the use of film in the classroom, may seem rather expensive, to put it mildly, and impractical. In answer to the first objection, it can only be said that hearing-aid equipment was once considered beyond the realm of the average State school appropriation. Yet today, there is scarcely a school that cannot boast of at least one group aid, despite the fact that the somewhat prevalent notion of restoring hearing through their use, has largely been dispelled. With reference to the second objection, only research and experimental work with the deaf will define their ultimate value.

Miss HAMEL. Thank you, Mr. Goetzinger. I think 2 years from now we could look forward to more information about this research they are carrying on. Our first demonstration this morning is from a primary class from the Missouri School for the Deaf. Mrs. Ruth McQueen, the teacher, will demonstrate.

(Demonstration: A primary class—pupils from the Missouri School for the Deaf, Mrs. Ruth McQueen, teacher.)

Miss HAMEL. The question was asked, what grade level these children were in. Mrs. McQueen said they were in the fourth grade school level. Thank you, Mrs. McQueen and boys and girls.

Dr. POORE. Just one or two things—the eyes of Texas seem to be upon us. We have a telegram here from Mr. W. S. Drake, Jr., mayor of Austin, Tex. [Reading.]

I would appreciate it if you would extend my personal greetings to your guest teachers' meeting and invite them to visit Austin, Tex., during the National Association of the Deaf Convention to be held here July 1-7, 1952.

(Dr. Poore made several announcements of interest to the convention.)

Miss HAMEL. Our next demonstration will be given by Miss Alyce Thomas, supervising teacher for the Arkansas School for the Deaf. Her pupils are of intermediate level and seventh grade reading level.

(Demonstration: An intermediate class—pupils from the Arkansas School for the Deaf, Miss Alyce Thomas, supervising teacher.)

Miss THOMAS. Yesterday Miss Moore told us that if we read our program we would know what to expect, but I am sure if you had read your program before you came in this morning, you wouldn't have expected to have seen the size children that I have here. Miss Hamel did explain that, and when she asked me to bring children of seventh grade reading level, I brought with me from the Arkansas school four of our children ranging in age from 15 to 19, children who have been in our school from 3 to 14 years, and children who have a hearing loss for speech from 80 to 95 percent. My demonstration will not be a reading classroom set up in our procedure. I am going to attempt to show you some of the skills which can be worked upon in the same story. As a result I will not finish the work on any one skill. The children have read the story before this program this morning and we have had some discussion on it. We have chosen the

story from the Scott-Foresman series, seventh grade book, Path and Pathfinders.

(Miss Thomas proceeded with the demonstration.)

Miss HAMEL. Although we are 5 minutes ahead of schedule, we shall continue because the panel may want this extra time. The panel is composed of four members, the first of whom on the program is Miss Margaret H. Fitzgerald, teacher at the Shorewood, Wis., day school, who is not here. She has sent me her paper, and requested that Dr. Powrie Doctor read it for her.

PANEL DISCUSSION: READING

READING SKILLS

(Miss MARGARET H. FITZGERALD, head teacher, Shorewood, Wis., day school)

Communication among people is essential in social living, and reading is one of the communication arts. The place of reading in the world today is more important than ever before because of the way in which the modern world has become a reading world. (1) In spite of the present-day influx of pictorial material—comic strip and the comic book, the rotogravure and the picture supplements, the movies and television—the need for reading is greater than ever before. We are surrounded by safety signs, highway signs, travel directions, weather reports, advertisements, notices, application blanks, income tax reports, all of which require skill in reading for their comprehension. With acceleration in reading ability required in general, it is specifically necessary for the deaf because of their great need for the development of all communication arts.

Reading is described by Gray (4) as a four-step process—word perception, comprehension of the ideas expressed, reaction to those ideas, and the integration of ideas gained with what is already known. Each of the steps is dependent upon the one or ones preceding, and all four are integrated to constitute the reading process.

I have been asked to discuss reading skills on this panel this morning. Since the development of all the four steps previously mentioned is dependent upon certain skills, it becomes necessary, in the short time allotted to each topic in the panel, to select certain areas. Consequently, I shall restrict my discussion to skills involved in the development of word perception, and a few brief remarks on techniques for improving comprehension.

Word perception involves the identification of the written symbol and the identification of the meaning for which the word stands. These skills are usually spoken of as word recognition and word meaning, and together they constitute the building of a vocabulary. Vocabulary is basic in the complex process of reading. The techniques suggested by various reading experts for developing skill in word perception in children who hear are applicable (with the exception of the emphasis on auditory abilities) in teaching deaf children. Splendid analyses of these techniques as well as of all areas in reading may be found in books by well-known authors on the subject of reading.

The matter of developing word meaning is the phase in vocabulary building which presents a most challenging but a most interesting

undertaking with deaf children. The procedure involved includes motivation, presentation, repetition, testing, and mastery of the words by the child as shown through his use of them. The words should be presented in a meaningful and interesting situation, generally in context. They must fill the child's need to understand or to express language at his level. Play and work activities at school and in the home furnish the best sources for a vocabulary in beginning reading. The selection of words, however, should be based upon their usefulness to him at his particular level. He needs to know the words "boy" and "cat," for example, but he doesn't especially need to be able to read "helicopter" or "giraffe." Experimental stories should not include words and phrases for which there will be no frequent occasions for repetitive use. It is better to substitute sketches, drawings, or pictures within the story in place of words which would have no particular value as reading vocabulary at the time. For example, a story based on experiences during a walk taken by the children might include the following:

We went for a walk.

We saw a black dog.

We saw a (insert sketch or picture of steam shovel).

The printed word "steam shovel" is not essential to the child's reading vocabulary at this time.

Bond (2) warns of an uncontrolled vocabulary entering into the materials in experiential reading.

In the presentation of new words to acoustically handicapped children, a vital point is that the concept for which a new word stands, should be made clear; that the child should know what it is and also what it is not. Edith Fitzgerald (4)—deaf herself—warns of the "hazy concepts with which the deaf child's thought is clogged" in his understanding of words.

Another factor entering into the development of concepts for words is the variations in their meanings. The variabilities begin to appear early, as in watch as a noun and watch as a verb—words wholly unrelated in meaning. Many of our common English words have several different meanings, the word run having, it is said, over a hundred. Children (3) may be guided in getting the meaning of many of such words from the context in which they appear.

The mastery of new words can be accomplished only by repetitive use and this should be varied and interesting. Words may be studied in classified groups, such as names of foods, animals, clothes; words describing sounds as bang, roar, tap; words expressing feelings as worry, happy, tired; words which are synonyms or antonyms, and so on. Much use should be made of objects, pictures, drawings, and charts to supply visual stimulation for the recall of words and their meanings. Newspapers furnish a useful source for word practice through their advertisements, illustrations, headlines, weather reports, and so forth. Comic strips that are childlike and free from distasteful caricature are interesting for both vocabulary development and comprehension.

With hearing children the great need for emphasis on word meanings becomes apparent about at the end of the second grade. Russell (5) reports that the size of the vocabularies of these children does not ordinarily affect their reading success until the third grade. This is, of course, not true with deaf children, but the point that is true is

that the need for organized orderly vocabulary study for these children with their language handicap becomes greater, also, when they reach a level in achievement requiring a program of much wider reading. It is in these areas also that words covering abstractions appear in rapidly increasing numbers—words such as my country, honor, patriotism, loyalty, trust, cooperation, community, and so forth. A review of the wide vocabulary used in any reader beginning with the high second readers, as well as in other textbooks, indicates the necessity for planning vocabulary study as a definite part of the entire program.

Before saying a few words regarding comprehension, I would like to summarize the points I have presented regarding vocabulary development:

1. New words should be presented in interesting and meaningful situations.
2. New words should meet the child's most imminent needs for expression. They should be selected to suit the child's level.
3. Word meanings should be clear in the child's mind.
4. Variabiles in meanings of words should be recognized.
5. Repetition of words in practice exercises is necessary.
6. The child should be guided in getting as much meaning of words as is possible from the context.
7. The necessity for vocabulary development as such but in relation to various subjects continues throughout the child's school life.
8. All vocabulary developmental work should be planned and well organized so as to expand in an orderly process of growth.

The understanding of word meanings is, of course, necessary for comprehension of reading material. There are, in addition, other skills entering into comprehension, but I shall make only a few suggestions that I have found especially helpful in assisting deaf children to become readers:

1. Watch the pronouns. Unless the child knows the antecedent for every pronoun, he does not know what is meant by "it," "he," "they," and the thought is lost.
2. Watch the increasing length of stories. Six-year-olds may grasp a two-line story and then fail to know what "it" means in line three. The transition from lines to paragraphs, to a page, to pages, holds many delicate points of difficulty.
3. Help the child to summarize each paragraph, each page, and the entire story, by expressing the main idea in one or two simple sentences.
4. Help him to see the movement in the story. Watch for "time words," such as then, after that, the next day, at last.
5. In preparing to read a story from a book, make maximum use of pictures and interpret the title and subtitles.
6. Children should be assisted early in looking in every story for who or what (the characters); where (the place or setting); when (the time, as "one day in summer", "once", "a long time ago", etc.); and what happened (the series of incidents leading to the main incident).
7. The children's emotional reaction to a story as a whole should be cultivated. Understanding and appreciation may be guided by discussing matters such as, "Was everybody in the story happy? Do

you like so-and-so? Was he kind—helpful—cruel, etc.? Did you ever go there? Was that right—fair—good for him? Was the story funny—interesting? Was there a surprise in it? Did you like the story?

There are, of course, many other means by which comprehension may be stimulated. The point I would like to emphasize is that all the techniques at our command for stimulating skill in both word perception and comprehension should be employed very, very early on a simple scale to provide a basis upon which to build for the problem of increased complexity in reading.

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READING IN SUBJECT MATTER AREA

(Miss JUNE E. NEWKIRK, teacher, Arizona School for the Deaf, Tucson, Ariz.)

Every teacher is a reading teacher. All present-day articles and books on education emphasize this fact. Comparing texts on methods of teaching content subjects of a decade ago with those of today, we become aware of the difference in approach. The older books were written on the apparent assumption that all children could read adequately and devoted a chapter or two to collateral reading and preparation of special topics. Today, however, we find that there is invariably an additional chapter or two—on reading skills needed for the subject.

Thus, public school teachers are made extremely aware of the need for every teacher to be a reading teacher. How vital it is for every teacher of the deaf to be similarly aware. The old familiar complaint, so often made to reading teachers in rotating systems—"If you would just teach the children to read, I could teach them history, or geography, or science, or algebra"—is not at all justifiable, and if made today only reveals an ignorance of present-day thinking on reading.

The modern basic reading series are really very good, and, when used with the accompanying workbooks and with the wealth of material in teachers' manuals, they provide an introduction to almost every reading skill a child needs for content subjects. The main point I wish to stress in this phase of the panel, "Reading in the Subject Matter Area," is that reading courses provide only an introduction to many special skills used in subject matter areas. The fixing and application of them must be consciously provided for. One possibility is by teacher-made material in the reading class. Far better, however, is it to guide the application of such skills in the actual subject. Reading ability will improve along with an understanding of the content material.

One necessary skill in subject matter areas is seeing the organization. Children have been introduced to this skill by noting the title

and parts of stories in their readers. They must, however, be guided further in the use of topic headings, paragraph headings, etc. Over and over again they must see the headings on the blackboard in order to visualize the outline of the section. They must be actually taught, also, to use them in skimming to locate information. Possibilities for such exercises are numerous. I might give an example from a geography book in which there appears an illustration entitled "A camp in a rich oil field." The exact location of the camp is stated two pages further in a topic called Natural Resources. To determine the location, undirected, the average class would read only the page containing the illustration—a page actually on farming. However, after numerous class exercises topic headings become meaningful and are automatically used as guides.

Another skill particularly necessary for meaningful reading in the subject areas is the utilization of connectives and transitional devices. One history text that I have used is especially loaded with single paragraphs enumerating as many as seven or eight items without ever once repeating a connective. I recall one paragraph that used the following connectives: One, another, then, there were, other, besides all these, too, and. In response to the question, "How many useful discoveries of early peoples can you find in this paragraph?" there were as many different answers as there were children in the class. As this paragraph occurred at the first of the book and class interest was intense, the entire period was spent on connectives, listing and discussing their use. Because the whole book was written in that same general style, our original list of connectives from the one paragraph was given a permanent place on the blackboard and we were very connective-conscious for a month or so. The time spent on this reading problem was not lost, for independent handling of the text improved rapidly.

Another transitional problem appears in writing as this taken from a geography book. The topic heading was The Three Kinds of Settlements. Then followed three paragraphs, each devoted to a kind of settlement. But, the author did not use topic sentences in the paragraphs. Generalizations had to be made from the impression of the whole. Because topic headings were meaningful to the children, this more advanced step was not too difficult.

I will merely name a few other skills especially applicable in the subject matter areas, all of which are usually briefly introduced in the reading class through workbooks. They must all be expanded in the social studies class. Some of them are: Reading typographical devices, picture-reading skills, learning to read the language of maps and globes, following printed directions in using maps, globes, and pictures, and particularly reading the legends of maps. Vocabulary development of course is taking place all the time in subject matter areas, much in the same manner as in the reading class.

Special guidance in the reading of arithmetic problems should be given to facilitate problem solving. Children must be taught to read slowly, carefully, and completely. In one intermediate class I instituted a device we called Our Daily Problem. At the beginning of the year I listed all expressions commonly used, as what part of, how much less, the average distance, etc., and collected problems using such expressions. While the class gathered for the afternoon session the

problem was worked and the answer shown me secretly. Then a child taught the problem to the class. The child teacher usually stressed the very expressions I was attempting to fix. The children were most impatient with each other and with themselves for any fast, careless, or incomplete reading of the problem. In this manner, they taught themselves to read the whole problem and to look for the important words before beginning the solution.

In summary, I will repeat that reading in the subject matter areas is based on the assumption that needed skills have been introduced in the reading class, but that they must be further expanded while teaching the content material. Analysis of each text for its organization, style of writing and any peculiarities will then determine which of the reading skills to concentrate on for that particular course.

READING TESTS AND MATERIALS

(MISS MARIE A. RIESE, teacher Junior High School 47, New York City)

To try to give an exhaustive account of reading tests and materials in the short space of a few minutes would be an impossible task, so I will touch briefly on the main points of the reading testing program carried on at Junior High School 47, New York City.

At 47, testing is an integral part of the total reading program, a program that has been set up to make provision for continuous growth from preschool through junior high school. To assure this growth and to measure concrete evidence of it, the teachers at 47 use tests of many kinds. From a study of the results of these tests, they evaluate the pupils' abilities and achievements, diagnose their reading deficiencies, set about discovering the reasons for the defects, and then plan a program of instruction to fit the needs of each child.

We realize, of course, that there are limitations imposed by deafness, with which we are all familiar, that affect any program of testing with deaf children. However, we do believe that it is possible to carry out a program of testing that will, to a large extent, measure the outcomes of instruction in reading among our children. An appraisal of reading growth can be made from an analysis of the results of these tests. This analysis affords the supervisor and teacher a sound basis for judging pupil progress and class placement as well as for determining the direction and emphasis for further instruction.

At 47, our techniques of appraisal include standardized tests, basic reader tests, informal teacher-devised tests, observations by the teacher, cumulative records of the pupils. All are necessary to throw light on a pupil's total development and achievement. Let us trace this testing program from the very beginning.

In the informal, friendly, social atmosphere of the preschool, the little deaf child is brought into contact with what we might call a program of experimental readiness for reading provided by his daily living in school. Here, of course, no formal testing is done, but the teacher is ever aware of evidences of growth as the child participates in the numerous activities that lay the foundation for his readiness for reading. On this level as well as on levels above, however, anecdotal records and cumulative progress records are kept for each child and are passed on to the succeeding teacher who finds them of great value when she receives her new class. This observational material is very

important as growth in reading depends on so much more than the results achieved in pencil and paper tests.

Our children enter the first grade at a minimum age of 5 years and 4 months as of September. In New York City we are required at that time to explore the child's real readiness for reading before we are permitted to put a book in his hands for real reading proper. After being exposed to a more formal reading readiness program, the child is given a formal test when he is 6 years old. We have found the New York reading readiness test the best for this purpose. We have experimented with others but found either that they were too difficult or that they had items not valid for our purpose. Even the New York test that we give is not entirely satisfactory as the areas tested depend to a large extent on the child's lip-reading ability. Nevertheless, the results of these tests together with the many informal observations made by the teacher do furnish a basis for judgment of the child's readiness.

Those children who are found not ready for reading are given many more prereading experiences such as: trips followed by experience charts, play and sense-training activities, picture books, news work, story telling, dramatizations, lip reading, art work, and so forth. In about 3 months these children are tested again on a different form of the New York test. The children who are found ready are started on the first preprimer.

From the first year through the ninth year, group reading is used as that has proven to be the most natural and effective method of procedure. Each child then has the opportunity to progress at his own rate of development. To measure his growth in reading ability we give basic reading tests from time to time. These tests accompany our basic readers, the Scott-Foresman curriculum foundation series, which are used throughout 47. The use of a basic series assures the development of a basic vocabulary during the child's progress in school. This basic vocabulary is a scientifically arranged one of increasing difficulty which can never be achieved unless a basic series is used throughout a school. A basic test is given to each child who has completed three-fourths of the book on which he is to be tested. Some items tested include the following:

- Understanding sentences.
- Making inferences.
- Auditory perception of rhyme.
- Reading for detail.
- Recognizing word forms.
- Making judgments.
- Recognizing cause-effect relationships.
- Applying word-attack skills.

These tests are administered by the teachers. The teachers are familiar with the tests that are to be given, for, early in the school year, a conference is held specifically for this purpose and copies of the various basal tests are examined and studied. If the teachers feel that any item included in the test is unfair or impractical for the deaf, as for example where hearing acuity plays an important part, that item is deleted. The tests are given on the same day at the same time for all the classes involved so that the supervisor is free to give help where it is needed.

The scores achieved show the relative position of the children in a group and help the teacher to interpret better the positive growth in the child's reading ability from year to year. The results are not used as an index of the teacher's ability for it is expected that not all children will progress at the same rate in this or any other area of learning. The tests, however, are used as a measure of the child's growth. If he attains a "low" score and has shown difficulty in progressing through his work reader, he is in need of further help at this level and perhaps ought to move into a new book on the same level. An "average" score, on the other hand, may bolster up the teacher in her opinion that this child has been doing satisfactory work. "High" scores may reaffirm the teacher in her opinion that that child is capable of moving ahead faster, and so on. It is possible to re-examine the result of the tests together with the teacher's opinion and then to regroup the children with some idea of the best possible working groups. These, of course, are flexible, and a child can be moved from one group to another or one class to another if general ability seems to indicate the need.

In the junior high school, the organizational set-up changes. The children in all the classes on each grade level are divided into as many groups as there are grades, according to scores made in the achievement tests given each May. If there are four classes on a grade there are four groups. Naturally, in this instance, there would be one very slow group, one fairly slow, one fairly good, and one very good. There is sometimes, too, a division within the group—usually two, sometimes three. The seventh year has one reading period a day, the eighth-year pupils have reading three times a week, and the ninth year twice a week.

We do not feel that we have to follow the same procedure year in the year out. From time to time experiments in the instructional program are tried and are accepted or rejected on the basis of the results achieved. We are very fortunate in having such a fluid program that allows for experimentation and exploration.

Each group continues the basic series begun in the lower grades, and use is also made of the basic reading tests accompanying these readers. A record of each child's progress is kept on a reading card that lists the books he has read in this series. It includes the name of the book and the page reached at the end of the year so that when he resumes his work in the fall he is ready to go on from where he left off.

Informal tests devised by the teachers to suit the abilities, needs and growth of their children are constantly used. Much excellent reading material has been devised that can be used both as instructional and testing material. In order to cover the many facets of the total reading picture, these teacher-devised tests are varied and purposeful. They include material presented in a manner similar to that found on a standardized test. Our children need much practice in becoming familiar with the procedures of standardized tests, and they need to be speeded up. We also use the tests published in the Weekly Reader and Junior Scholastic from time to time.

Starting in the fourth grade, a standardized reading test is given each year to measure reading achievement. We have found the Stanford achievement test in reading, which tests paragraph meaning and vocabulary, the one that best serves our purpose. This is mainly be-

cause the language is simple enough for our children to understand. Other tests may be better, delve into more specific skills, diagnose more thoroughly, but the language of those tests we have found usually to be too difficult. The Stanford test also is easy to administer. It takes only 25 minutes for the primary form and 30 minutes for the intermediate and advanced forms.

Our program calls for a standardized test every May in grades 4 through 9. We feel that emphasis must be placed on the importance of having this annual test held in the same month each year. There is a conference with each teacher; she gives a picture of her class detailing each individual child's reading ability. If a child is doing reading on or below third-year level, he is given the primary test. Children reading from the fourth-year level up are given the intermediate test. A few children reading on the seventh-, eighth-, and ninth-year level (very few) are given the advanced form. (We have a congenitally deaf girl reading on the ninth-year level and several reading on the seventh- and eighth-year levels.) One person, the supervisor, administers all the standardized tests. They are corrected by the classroom teacher and checked by another teacher.

The Stanford test has three forms of each test—D, E, F. We keep a record of the form used each year so that the same test is not given on succeeding occasions.

In 47 the children know their reading grades. In the fall they are put on the report cards. They serve to spur the children on in their efforts at improvement, and the children take great pride in seeing the evidence of their growth.

In conclusion, I would like to state that we do not consider the test, standardized or informal, the end-all in the judgment of our children's ability. We do know that a good testing program, besides pointing out pupils' specific difficulties, also points up the effectiveness of the school reading program. We approach the question of testing realistically, recognizing our problems, capitalizing upon our assets, and utilizing every means of instruction. We realize, also, that many other factors—home environment, physical condition of child, I. Q., physical handicaps, etc., enter into the picture of each child's achievement in reading.

We feel that appraisal must accompany any reading program. It is really interwoven with instruction. Appraisal and instruction—one continually follows the other. We know that there is a specific role for each type of test, informal or standardized, and that these tests are means to an end, that end being the opportunity to provide a practical, purposeful program in reading for our deaf children.

RECREATIONAL READING

(Mrs. LAURA L. CROSBY, teacher, Wisconsin School for the Deaf, Delevan, Wis.)

In the brief time allotted to this subject, let us view it from the standpoint of those young people who are just awakening to the fact that reading can be fun. Proportionately as we are able to lead them to this realization, to just such a degree will their mental awakening be accelerated. No part of their school life is fraught with more consequence.

To learn how much my students avowedly read for recreation, I recently asked for very brief answers to these questions:

1. Do you think it is fun to read books?
2. Name the best books you remember reading.
3. Do you think it is fun to read comic books?
4. What comic books do you like?
5. If you were at home some evening with nothing to do, would you like best to—
 - read a book
 - read a comic book
 - watch television
 - play cards
 - look at pictures in magazines?

Though almost all claimed to consider reading books fun, very few would voluntarily choose this as recreation. Fortunately, their taste for comic books seems on a high level, classic comics and author comics leading in popularity. Though, without doubt, thumbing through comic books is recreation, I wonder to what extent it is really reading for our students. Let us dismiss comic books, however, agreeing that we'd rather they'd read these than not read at all and hoping that contact with them may awaken an interest in better reading.

Why don't our students read more books for pleasure? It is true that our present day school life is so packed with activities of all kinds that even earnest students with very good intentions put off reading because of lack of time. On the other hand, if we as a profession make a greater effort to provide these beginners with material which will vitally interest them and still not be beyond their comprehension, will they not find time?

In my work with those in the seventh to the twelfth grades, each year some young people come up with the heaven-sent ability to read widely. These need only occasional suggestions as to choice of books. But there are altogether too many, just as there are in classes for hearing children of 14 or 15 years, who have yet to read their first book-length story. What can we do to help these young people, reading in a learned or foreign tongue, to attain a level of free reading pleasure?

How about a voluntary reading period in an attractive room with cozy chairs and pretty lamps where the privileged are allowed to go at stated hours each day? Wouldn't such reading be just as recreational as and a great deal more beneficial than a checker, chess, or card game or just dawdling? With a little motivation, couldn't it become "the" thing to do? Nothing succeeds like success and like a snowball rolling downhill the interest may grow and grow.

As teachers, is it not essential that we be informed as to the best books available? Many parents who are aware of the value of reading for their children are eager to buy books if we can tell them what to buy. These books can then be read and reread just as the books, which we loved as our very own, were. In each rereading something will be learned that was missed before. Especially is this important at the close of school when there are many leisure hours ahead or even hours of loneliness or boredom. Parents not yet aware of the valuable aid they can render may also be solicited. At our school an understanding father, congenitally deaf and with limited schooling was able to foster a love of reading which paved the way to a college diploma and a career of a minister for his son. One of our girls at 14 is enjoying such books as Pollyanna and Daddy-Long-Legs because of frequent

trips to the library in summer with a sister with whom she shared in the selection and enjoyment of books. Let us try to multiply cases such as these.

Both parents and teachers must realize that urging a child to read a book which they themselves haven't read is like trying to get sonny to eat spinach when dad won't touch it.

Now we come to the biggest problem of all: What shall they read? We are still confronted by a dearth of reading material of interest to young people of 14 and 15 which is written in English simple enough to be true recreation. Are we, as teachers, doing all we can to solve this problem? Some 5 years ago the *Volta Review* published serially an adaptation of *Lisbeth Longfrock* written by the mother of a deaf child, and requested that teachers and parents write in telling how it was received by its reading audience. I gave it to one of my girls, who enjoyed it very much. In the rush of the day I neglected to write *Miss Timberlake*. Very recently I learned (in response to an inquiry as to whether the story had ever been published) that not a single letter had been sent in to let the publisher know whether teachers used it with their pupils or not, or if so, whether the pupils enjoyed it. My face is red. Is yours?

In the past 10 or 15 years much has been done by publishers for slow readers. Scott-Foresman, with its simplified classics, *Treasure Island*, *Tom Sawyer*, *Lorna Doone*, and others, did a marvelous service at a slightly higher level. To our earliest book-length readers they gave *Box Car Children* and later its sequel, *Surprise Island*. Ideally these books were written for 11-year-olds; but if, at 14, you had never read a book-length story in two or three sittings, if you could understand the conversation (a form of English which you had always found difficult), if you could enjoy vicariously each adventure of these orphaned children, you too would have been thrilled no end. Scott-Foresman's latest book of this type, *The Six Robbens*, written by Marion Barrett Obermeyer, has really gone over the top according to all who read it. Through a very pleasurable correspondence I have learned that Mrs. Obermeyer lives only 50 miles from my home, and that she was as happy to hear from a pleased reading audience as we were to have her book. She also gave us a peek at other books of this type on which she is now working. Moral: If you find anything exceptionally fine let the author and the publisher know. You will find them eager to cooperate. Also, let the rest of us know.

In addition to these best sellers from Scott-Foresman, there are four books from the American Adventure Series, published by the Wheeler Publishing Co., which are tops for this earliest stage of reading, namely, *Pilot Jack Knight*, *Cowboys and Cattle Trails*, *Squanto and the Pilgrims*, and *Friday, the Arapaho Indian*.

I have confidence in our young folk. I see in many a seventh grader a sincere desire to read, fostered by a hope to gain more fluent language and a desire to facilitate his work in his subject-matter fields.

Let us not leave a stone unturned to provide these young people with reading material so devoid of dialect, idiom, or anything difficult that they may early learn that reading is not answer finding, or riddle solving, but living vicariously the lives of others whose experiences we would like to have.

The seventh-grade students at the Wisconsin school made a list of books which they thought tops. I have mimeographed copies of this list which we will be glad to give to anyone who wants one.

Miss HAMEL. Thank you very much. Although we are running just a little overtime I know that you will be able to eat dinner at 12 o'clock sure. That is still early. I had the pleasure last evening of meeting Dr. Reeder, who is your speaker this morning. We just visited informally, and I rather think from that visit that Dr. Reeder would prefer if I just said, "Dr. Reeder is going to speak to you now," but that wouldn't be fair to you who do not know Dr. Reeder. It gives me great pleasure at this time to present our keynote speaker, Dr. Edwin Reeder, professor of education, University of Illinois. Dr. Reeder received his bachelor's, master's, and doctor's degrees from Columbia University, the latter in 1926. He remained at Columbia for 10 years after receiving his doctor's degree as assistant professor and associate professor of education, and teaching in the field of elementary education. In 1937 he joined the faculty of the University of Illinois where he has been professor of education since that time. Dr. Reeder is the author of several books in the educational field, such as *Geography for School Administrators and Supervision in the Elementary Schools*; also coauthor of *Geography in the Elementary Schools*. In addition to these publications he has contributed numerous articles to yearbooks of the National Society for the Study of Education, and the National Council of Social Studies. Dr. Reeder will now address us on the timely subject, a Curriculum for Days of Crisis. Dr. Edwin Reeder.

A CURRICULUM FOR DAYS OF CRISIS

(Dr. EDWIN REEDER, professor of education, University of Illinois, Urbana, Ill.)

Fellow teachers, this brief conversation I have just had with Miss Hamel was with reference to when I should quit. Twenty-five years ago when I went in this business as a college professor, I made up my mind I was going to be different from most college professors I had known, in two ways. In the first place I was not going to be temperamental, and in the second place I was going to quit when I was told to, on the basis that people can stand nearly anything if they know when it's going to be over. [Laughter.] I therefore pledge you my professional word I will quit at 10 minutes of 12, which is running 5 minutes over, but I am 20 minutes late now on the platform, and after all, I have to do something to earn my money. [Laughter.]

I was very much interested when I arrived here last night to find that the program for the day had on it some golden letters which said, "The Centennial Convention." It happens this is the second time within a little over a year that I have had the privilege of making an address to an organization where the golden letters appeared on the program. I have had the privilege of addressing the Golden Jubilee meeting of the Illinois Congress of Parents and Teachers, and now I have the privilege of addressing this group on its hundredth anniversary which doubles the length of time of the first one.

It's only natural then, when this jubilee, either for the centennial or for 50 years, which falls so close to the middle of the century, that when we look to the future we think back to what has been happening during the past 50 years; while I am not going to go back the full 100 years of your organization, I would like to talk and to think with you a little while about the situation in the last 50 years

to see whether we can't get some kind of guideposts, some kind of bench marks, for trying to think about the future.

I began my elementary school experience just a little before the turn of the century. It was in general, a very quiet time, a period of peace and hope. We had had our minor skirmish, called the Spanish-American War, but except for that we had been at peace for many years. The schools, to a very considerable degree, it seems to me, reflected this peaceful and rather static situation. In our elementary schools we studied the textbooks; the teachers took the attitude, "who am I to say what ought to be learned or taught in the elementary schools. After all, here is a textbook written by a professor 'Whosis' from 'such and such' a university. Surely he knows more than I do about what ought to be taught. O. K., then, I'll have the children learn the textbooks", and that is what happened when I was in school. I think the following tale is probably apocryphal, but I have always liked the story of the teacher who said one morning to her class in history, "Boys and girls, how did Abraham Lincoln spend his youth?" One of the children raised his hand and said, "He spent it splitting rails". She said, "No, that is not right. How did Abraham Lincoln spend his youth?" Another child raised his hand and said, "He spent it studying books before the fireplace". She said, "No, no, no. Boys and girls, why don't you read your textbook? Open to page 49, second paragraph where it distinctly states that Abraham Lincoln spent his youth in poverty". [Laughter.]

Now, that was the kind of learning, the kind of studying which was characteristic of the early days of the century. We spent vast amounts of time in the upper grades in diagraming sentences; in writing formal notes of invitations to parties. Some of the children that learned to do that will never go to a formal party as long as they live, but we spent our time learning how to write the notes because it was in the book.

In the secondary schools there was a pretty hard boiled situation. The secondary schools' aim was to prepare for college. That preparation used to be highly academic in the old Yonkers high school, of which I was a graduate in 1909. Every student had to take 4 years of Latin, a year and a half of algebra, one other foreign language than Latin, either German or French, and 3 years of history. This was not true, of course, for those who took a commercial course, but all of us looked down on them. If you couldn't do the work that didn't worry the school officials at all. You weren't encouraged to stay in school. It was clearly indicated to you that best thing for you to do was get out and go to work.

Now, during this first half of the period we are discussing—that is, the first half of the first half of the century, the first 25 years—we were then very much interested in what children should know. As a matter of fact, I think we were obsessed by it. We had many different kinds of so-called scientific studies to find out what boys and girls ought to know. We had our national committee on economy of time in education. We had our committee on minimum essentials. We had vast numbers of word counts from magazines, newspapers and books, in order to find out just what words children should learn to spell, or just which topics they ought to study. A very extensive study on which thousands of dollars were spent, for example, was

devoted entirely to the question, "What place locations ought boys and girls to learn in their social studies?"

We had studies to see who was mentioned most in the newspapers, and in this study, by the way, Mary Pickford proved to be of as much importance to study about as John Dewey. We had our studies by Babbitt of the activities of adult life to determine what kind of skills and information boys and girls ought to know. In other words, during this period, we were obsessed with this question, "What should boys and girls learn?" The First World War had relatively little impact on our schools. We thought of it as a dirty job which had to be done; it was a task which had been set by other people, and we would go in and do it. Then to use the words of Warren Gamaliel Harding, we expected to "get back to normalcy".

However, overlapping this period was another interesting period in the curriculum development in the United States. That was the emergence of the so-called child-centered schools, which place an enormous emphasis on the development of every individual child. We were told that to prevent a child from doing anything he wanted was to frustrate him, and that we must not inhibit him; we must let him express himself. If the consequences of that expression were sometimes terrifying, well, that was all right, he finally learned. There was one educational expert, for example, who maintained that a child had to have experience with moral chaos before he could understand the meaning of moral order. I must confess that in some of these schools during the period of the twenties, there was a good deal of experience with moral chaos. In 1918 the Progressive Education Association was founded to advance the cause of the "child-centered" school. We were told, "don't worry about the future of these dear little children; the best preparation for tomorrow is good, rich living today. Therefore we'll let them live richly and happily today and tomorrow will take care of itself". That was precisely what was said, both on the platforms and in writing during this period.

The curriculum during this period seemed to be largely unplanned. We were told, for example, that you cannot assign purposes; that the only kind of worth-while experience is purposeful experience. We were told that boys and girls should lay out all their own work, and of course, the period was one of a good deal of lack of planning. I am afraid that many of the curricula of our advanced schools were pretty haphazard, and I have often wondered whether there weren't a good many children who felt as the boy did in the oft-quoted story, who said to the teacher, "Teacher, do we have to do what we want to do today?" [Laughter.]

Then came the terrible crisis of 1929. The wealth of our country was swept away. The number of suicides who threw themselves out of the tall buildings in New York because they saw their life savings swept away in a few hours of stock market transactions became so great that the newspapers were asked not to report suicides any more. I don't know how many of you people were in New York at this period. If you were, perhaps you have done what I have done; stood and watched long bread lines of people waiting to get a bite of bread and soup. If you have, you have seen the desolation on the faces of those people. People wanted to work, longed to work, and they couldn't find work because there just wasn't any work.

All this made a deep impression on our educators, and a great many of them immediately got interested in the idea that the purpose of our curriculum should be to study society; that we should consider the possibility of a new social order, and that expression was constantly heard in all of the different teacher organization meetings. We must have a new social order and we must study that order in the classroom.

You know, my friends, I think some naive things were done during that period. I think many of us who thought children should study the social order didn't realize how difficult a thing it is to study the social order without proper preparation. I knew of one fifth grade during that period that spent 1 week on the question, "what causes strikes, and how can they be avoided?" I knew of a seventh grade that spent another week on the question, "what caused the depression, and how can future depressions be avoided?", and ended with a neatly lettered series of solutions on the blackboard. That is just too much like the naive notion expressed in the beautiful words of the Bible that "A little child shall lead them". I wish it could be true, but on the one hand I do not agree with Professor Counts when he stated in his first book "Dare the schools build a new social order? That is what the schools ought to do, nor do I believe for one minute that we school teachers are capable of charting a new social order. At any rate, however, we got much interested in it, and our curricula thinking changed from what children ought to know toward, how shall the children be taught to plan for the new social order.

Then came the horror of 1939 to 1945. Once again all of our ideas went into a tailspin. Our thinking at least, was thrown into a state of turmoil, and now 6 years after VJ- and VE-day, we are still in a period of fear of the slaughter of human beings, of injustice, of starvation, or of world turbulence.

Now, what is wrong? Well, in the first place, I want to state that those three movements, which I traced in the early part of our century all left an indelible and extremely valuable residue. I am not one of those—although I believe myself to be a progressive educator—I am not one of those who believes that what children should know is unimportant. It's frightfully important. In our present world to say that we will let children just live happily from day to day and then turn them out into our kind of world is like giving a little child an old fashioned straight razor to do creative work with. Our world is too dangerous. In the second place, we should not only teach the children to know things, but we ought to treat them as individuals. That period of emphasis on the development of each child; that period of emphasis on developing the creative nature of boys and girls, has had profound results in our educational thinking. Moreover an interest in a new social order or at least in becoming cognizant of some of the problems of our present social order is better than studying the dry as dust material which was characteristic of our former age.

As we look ahead, however, I would like again to ask the question, "What is wrong? Why is the world in the mess that it's in?" Is it because people don't know? Oh, no! We know all that we need to know to have a beautiful and comfortable world. We know how to use the atom bomb for blowing men and women and boys and girls into bloody shreds, but we also know how to use it in a way to save

life, and we could so use it if we didn't have to continue our research on the use of the atom bomb as a weapon of destruction. We know how to build better airplanes than we have ever built before. We know more about raising crops than we have ever known before. We know more about how to get a world of real peace and contentment than we have ever known before. It isn't that the world doesn't know. The world does know. The trouble with our world at the present time is that it doesn't feel right, and I believe, my friends, that the next 50 years are going to be devoted in our curricular thinking more and more to the emotional development of boys and girls; to developing boys and girls who feel right; boys and girls who have the right kind of emotional development. The world is indeed sick. Have you ever thought that in a very real way inasmuch as we have one world because of modern transportation and communication, our world is sort of a colossal schizophrenic; a sort of a cosmic psychopath with a split personality? Until we can get some kind of therapeutic treatment for our world, then it won't do any good for our scientists to find out more things because we still will not feel right. Our world is divided up into these two hostile camps. Our world does have this split personality. We have on the one hand, those who believe in the ideals of communism, and have become satellites of Russia. We have those who are liberty loving nations and believe in democracy. We people in the United States believe with all our hearts that in the ideals of democracy we have the medical therapeutic to minister to the world's schizophrenia. We believe with all our hearts that if we can persuade the world of the ideals of democracy, the world can arrive at some kind of mental integration. Our curriculum then for these days of trouble as we look ahead must be devoted, in the first place, to helping boys and girls to see the psychological problems of the world, and see them clearly; and in the second place, toward teaching them means and ways of development of mental health.

Now, I know that what I say next will be considered, undoubtedly by some of you, as a very great simplification, nevertheless I want to address myself now to the question, "Just what do we mean by the democratic way of life?" I shall put it very simply. I believe that the democratic way of life is, on the one hand, a value system, and on the other hand a series of techniques for obtaining those values. What is the value system, and why are we so sure that the value system of democracy is one with which we can minister to a sick world? The answer is that that value system has been a growth of at least 4,000 years. It finds its roots in what I like to speak of as a Judeo-Christian ethic. I think oftentimes we who are non-Jews have failed to give anything like the amount of credit to the Jewish people for the development of the ethics which made the ministry of Jesus possible. When you look at the Jewish ethical development for at least 2,000 years before the coming of Jesus, you are impressed with the way in which it fits into the ethic of Jesus. Now, what is this value system which is grounded and rooted in these 4,000 years of human thinking? To me it is simply this—the sacredness of the individual, the value of the individual's personality, and the rights of the individual, and that goes away back into Jewish lore. I often like to recite to myself in the evening one of the Psalms when I visualize, as I do, the way I am very sure it was written. It was evening,

and I am sure the shepherd psalmist had gotten his flock settled for the night. Then, as he sat with the sleeping sheep around him he looked up at the brilliant heavens of Palestine and said, "When I consider Thy heavens, the work of Thy fingers, the moon and the stars, which Thou hast ordained; what is man that Thou art mindful of him, and the son of man that Thou visitest him, for Thou hast made him a little lower than the angels, and hast crowned him with glory and honor," and feeling insignificant, as every one of us does when confronted with the starry canopy of heaven, he said, "but isn't it a marvelous thing that the individual is important."

Again in the Hebrew Scriptures, "Like as a father pitieth his children, so the Lord pitieth them that fear him, for He knoweth our frame; He remembereth that we are dust," the Maker of the Universe is shown to be interested in each individual. And still again, "Thus saith the Lord, 'The heaven is My throne, and the earth is My footstool: where is the house that ye built unto me and where is the place of my rest?'" "All these things hath Mine hand made, and all those things have been, saith the Lord: but to this man will I look, even to him that is poor and of a contrite spirit and trembleth at My word."

All through the Hebrew tradition one finds this concept of the importance of the individual, and if I read my New Testament correctly, the teaching of Jesus has as its very center this concept of the sacredness of the individual. The man who had his ninety and nine sheep but had to go out and find that one that was lost is an expression of the same tradition which goes far back into Judaistic thinking. Now, as I see it, that is the meaning of democracy—its central concept; and it is as opposed to that of communism as anything could possibly be, in which the state is everything and the individual a mere cog in the machine, in which the government is the whole thing and the individual amounts to nothing. Democracy say, "No; government exists only to preserve and to further the development of the individual."

And what is that basic system of techniques of democracy? Again I think the answer is very clear. The basic system of techniques of democracy is free discussion and shared decisions. After all, what are elections except shared decisions, and anybody who has his radio turned on before an election knows that free discussion is highly characteristic of the American system. Thank God it is. We can talk and ask; we can say the other candidate has so much less to recommend him than ours; and I hope we can always preserve that.

Now, what does all this mean with respect to our school curriculum? It seems to me the answer is very, very clear. I have defended democracy. Let me call your attention to one other thing which is so obvious I need not enlarge upon it: That is that in democracy the ultimate direction of the government is determined by the will of the people. The ultimate way in which our government is to go is dictated not by Harry Truman, not by the legislators, but us, by you and me. Now, that means if we have a schizophrenic world which we believe we have a therapeutic medicine to cure, then every single citizen, in helping to direct the way in which his government goes, becomes a prescribing doctor. In a very real way then our schools are medical schools in which we are trying to get boys and girls to find out what the medicine is to minister to the sick world.

Now, what does that mean for our curriculum? In the first place, it means we have got to place an emphasis on the social studies, particularly on geography which is out of all proportion to what we have had in the past. We have got to recognize that as a whole, according to a former Commissioner of Education of the United States, the American people are geographical illiterates. We have got to remember and realize also, according to my colleague and friend, Professor Hand, that our boys in the last war tended to be, and I quote his words,—“cultural barbarians”. We have not spent enough time in our schools to teach a real understanding of the rest of the peoples of the world with whom we have got to get along.

We must say that we have a series of new fundamentals in our schools. We used to speak of reading, writing and arithmetic as fundamentals. What is a fundamental? A fundamental is a series of notions, of knowledges, without which a citizen cannot be efficient or safe. I say to you that at the present time what people need to have, without which they cannot be efficient, or survive, is a greater understanding of the world.

I am not trying to be idealistic. I am not trying to be sappy about it. I am saying we need realistic knowledge. We do need to sympathize, of course. We need to sympathize with the poor misguided, mislead people of China. I have known many Chinese. Many of them have been in my home. Some of my best friends are Chinese. It makes me want to weep when I think of the way the Chinese people have been led into ways of idiocy by their present leaders. But we cannot afford to be merely sentimental about it. We are going to sympathize with them, but we may have to show them by force that they can't do certain things.

Secondly, we must exemplify in our schools, day in and day out, the concept of the importance of the individual. I do not know whether the situation in the schools for the deaf has been, or is, as it is in the schools for the hearing, but I do know that in the past in our schools, sarcasm has been a recognized instrument of discipline in which the teacher violates every single idea of the worth of the individual. I know that we have treated classes as classes instead of individuals. We have not lived up to that basic ideal of democracy, and we must live up to it in the future.

Finally we must give children practice in the techniques of democracy. We must give boys and girls opportunities to make sound decisions after study, after discussion, and after a group consensus has been arrived at in a patriotic, democratic way. We must turn from the kind of school where the teacher was the autocrat and where the children did just what the teacher said, to the kind of school where boys and girls learn to make decisions, not through talking about them, but through actually making them. To some teachers that will be a terrible task.

Sometimes when I think of the job that faces teachers, I sympathize so deeply with them that I wonder how they can stand it. A responsibility beyond anything that has ever been laid upon teachers in the history of the world, is being laid upon teachers today. Teachers don't wear any uniform, and don't get any Croix de Guerre or other decoration. Sometimes I am very sure they wonder whether they are appreciated. Sometimes I think they wonder whether it's worth while.

When you feel that way I am going to suggest to you that you read a poem which I read a long time ago, and have reread frequently, because when I begin to feel any lack of sureness in myself and of the importance of my job, I go back and reread it. It is called Antonio Stradivari, and was written by George Eliot. Antonio is busy making his violins and in comes a neighbor who says, "Antonio, why do you spend so much time on your violins? Why, Guiseppe, down the street here makes three to your one and he gets just as much money as you do for them. Why don't you make them faster?" Then Antonio Stradivari launches into the grandest defense of fine workmanship and the joy that it brings that I have ever read. Here is the way he ends it. "My work is mine, and heresy or not, if my hand slackened I should rob God since he is fullest good leaving a blank instead of violins. I say, not God himself can make men's best without best men to help him. 'Tis God gives skill, but not without men's hands. God could not make Antonio Stradivari's violins without Antonio." [Applause]

Miss HAMEL. I am sure each of you has been inspired as I have been with Dr. Reeder's address. Dr. Reeder, we thank you very much for a splendid address, and with that this morning's session is adjourned.

PROCEEDINGS, TUESDAY AFTERNOON

(Mr. Lloyd A. Harrison, assistant superintendent, Missouri School for the Deaf, section committee leader, presiding.)

Mr. HARRISON. This afternoon our topic is Visual Education—more popularly called Audio-Visual Education in public school circles and more properly referred to as perceptual learning. We, who are engaged in the special phase of the educational field—the education of the deaf and severely hard of hearing—have a keen appreciation of any device or technique which is visual in its approach to the educational problem. Many of the visual materials now used generally in public education have long been recognized as valuable aids to learning and were so used by alert teachers of the deaf. The use of flat pictures, miniature models, charts, sketches, sand tables, posters, and so forth, are but a few of the visual materials which have long been used in our approach to the problem of educating the deaf child.

Recently much emphasis has been applied to audio-visual materials and techniques and their potential value in the school curriculum from the primary levels on through the most advanced phases of the educational system. New materials and improved techniques have been and are continually being developed. Research studies have probed into the secrets of how and why most of us learn or fail to learn, and certain phases of traditional educational procedure have been found unsound. Traditional education has been accused of being too abstract in its approach; of using symbols without appropriate experimental contact—in short, traditional education has been accused of verbalism—of using symbols without clear associative meanings.

These are charges which have been made against the public educational procedures of yesterday and are not exactly applicable criticisms of traditional approaches to the problem of educating the deaf child, but I wonder if we in this special field are not guilty of some of the same weaknesses, even though in a lesser degree. Certainly we have

had to emphasize the visual approach for the very nature of our problem makes verbalism, as it is often defined by those who criticize traditional education procedure, an absurdity.

In recent years, literally scores of new devices and aids to perceptual learning have been developed. Many of these new aids are audio-visual and not particularly well adapted to our field. Radio, sound motion pictures, and recordings are aids which are used with great success in our regular schools but have slight utility in schools where the auditory sense is either missing or severely impaired. There are, however, other aids which do lend themselves beautifully to our particular field—among these are flat pictures, 2 by 2 slides, film strips, lantern slides, stereographs, miniature models, mock-ups, dioramas, murals, sand tables, drawings, sketches, and many others. With these materials have come new and better projection equipment, improved techniques of presentation, vastly improved textbook materials replete with all manner of graphic visual materials and correlated scientifically with workbooks and other supplementary materials, many of which are made more vivid and meaningful because of the prominent role visual aids are allowed.

You have seen demonstrated already this week some of the newest equipment specifically designed for use with the auditorily handicapped. The Speechmaster is a visual aid for the teaching of speech—the Chromovox is audio-visual, if you please, and specifically designed for use with the auditorily handicapped.

We must keep up with each new development in this rapidly growing field of perceptual aids to learning and be ready to put each new device to the test, and if it proves to be of value as an aid to the learning of process, use it.

We must, however, constantly be reminded that there probably is no short cut to the educated mind and that these materials, this equipment and the techniques necessary for their proper use, are but aids in the educational process.

This afternoon our program consists of a series of demonstrations of visual equipment and material, and also a series of short papers on the topic of visual education in general. The demonstrations cover the various subject matter fields as well as the various levels in the educative process from the primary through the advanced departments.

(Demonstration: 2 by 2 Film Strip on Language Principles, Milford Cress, teacher, Illinois School for the Deaf, Jacksonville, Ill.)

Mr. CRESS. Abraham Lincoln once said that a man's legs should be long enough to reach the ground. Now you can easily see that my legs are long enough to reach the ground, but I hope my paper will be short enough to serve my purpose.

Therefore, my remarks will consider: Audio-visual education, *per se*, Illinois school project demonstration of language principles. You are familiar with the quotation about the three monkeys: "See nothing, hear nothing, and say nothing." It may be therein lies a message for us—for if children see nothing, and hear nothing they have nothing to say.

A great mistake we often make is trying to use printed symbols to form accurate mental images when the child does not have the proper background experience. The greater variety of opportunities

we provide for children actually to see and to do things, the more reliable will be the formation of the mental images. Our job is to provide learning situations around which the child can build.

You will probably agree with me that much of what we learn comes through the senses. Psychologists tell us that 83 percent of what we know comes through the eyes: 14 percent through the ears and the remainder through other senses. Now we know about learning that way, but do we follow the same pattern when we teach others?

Every teacher within the sound of my voice has had examples of verbalism in the classroom. Deaf and hard-of-hearing children are not alone. Here are typical examples from hearing children: a circle is a "round line without any kinks in it joined up so as not to show where it began." Another concerns the word picture in Scott's *Lady of the Lake*—"The stag at eve had drunk his fill, where danced the moon on monan's rill." On reading the passage it was related that one lad thought that a stag was "when you haven't got any girl." Just for fun, see if you recognize the following:

THE FRUIT OF THE PYRUS MALUS

The fruit of the *Pyrus Malus* is a member of the Pomoideae division of the family Rosaceae. It is widely cultivated in temperate climates and it is estimated that there are more than 2,000 varieties throughout the world.

It is grown on trees that are, not as a rule, over 30 feet high. The trunk and branches are crooked and gnarled. The blossoms have permanent calyces and emerge in clusters. When in leaf, the tree presents that symmetrical outline which suggest long domestication.

The fruit is round, sometimes oblate, or ovoid depressed at both ends and varies in size from 2 to 6 inches in diameter, with a white, crisp, watery sweet acidulous pulp, russet skin, which when cut open yields an agreeable odor. In some varieties it becomes quite pungent.

Its richness depends upon the relative proportions of sugar to malic acid. The tough, smooth skin resists insects and fungus attacks.

Recognize it? Verbalism at its best! It has taken an encyclopedia 154 words to describe an apple! How much better to show us an apple, or a picture of one—which is probably why a Chinese philosopher said that a picture is worth 10,000 words.

Speaking of words, do you realize that a deaf child about 4 years old has a vocabulary of 12 words or less! Think of the hearing child, who between the ages of 3 and 6 adds between 500 and 600 words to his vocabulary each year.

The world of 1901 and 1951 is not the same. We must realize that we are an "audio-visually" conscious Nation. Here are some figures: 85 millions of people attend movies every week; 500 millions of comic books are published annually; magazines, with few exceptions, have become picture magazines; newspapers are editing more and more pictorially; we must not forget radio and television.

The above figures are a challenge to the teacher. Would you like to send your son or daughter, or go yourself, to an M. D. or dentist who hasn't made use in some way, or at least heard of the latest drugs? Can you show me a science teacher who hasn't heard of atoms? A radio mechanic of television? Or a housewife of "frozen foods"? What about the teacher? Do we have a right to use the methods of 1901 which may be out of date in the present age?

We must find out for ourselves if words, pictures, other materials, or a combination of these will produce the best results, and act accord-

ingly. A picture of the irregular coast line of the eastern seaboard in the form of a simple line would be better than volumes of words; a glance at the shape of a rock would be much more effective than words about it.

On becoming "audio-visually conscious," we must not lose sight of the language handicap of our children. We still need—and always will—better language. Commercially produced materials must be adapted for our use. There are a few exceptions, but they are at a minimum.

The Illinois School for the Deaf has been trying to produce materials on language principles in cooperation with members of the staff. The materials are being built around the language outline. For example, beginning with the second prep class, materials are collected which will supplement the outline. Language concepts such as those on prepositions and one and the other are difficult, as you know. We made a series of prepositions first on 2 by 2 slides and later on filmstrip, which is a series of pictures on 35-millimeter film. In a few moments you will see a demonstration of some of this material.

In conclusion, let me point out that no one method will do the job. Projected teaching aids should be considered as a supplement to other teaching media, not as a panacea for all teaching ills—and undoubtedly we have plenty. Projected teaching aids should be considered as another avenue of approach for the deaf and hard of hearing. They should be used in relation to the topics under discussion—not as an isolated teaching aid.

Viewing a picture does not necessarily affect learning. Learning results in creative activity, in application through pupil expression. I'm reminded of this story, to illustrate my point—it is about a foreigner who came to America. His friends told him what a wonderful bird the duck was. People, they told him, left homes or places of work by thousands in the fall to shoot this bird. The first day on his new construction job, somebody yelled, "Duck!" So, he looked up, wanting to see this bird. Of course you know what happened—a beam swung and conked him on the head. So you see—even the simplest of words can produce different kinds of mental images. Projected materials need explanations, just as textbook material. Much of what I say here on this platform will not be remembered—but the visual impression will.

And finally, men in industry and finance, men in building trades have tools to produce the best results, and to get the job done. So in teaching—in order to get the best job done, we must have tools. Projected materials are such tools—we should use them.

(Mr. Cress then proceeded with the demonstrations.)

(Demonstration: The tachistoscope and its possibilities in a visual-aid program, Robert Clingenpeel, teacher, New Mexico School for the Deaf, Santa Fe, N. Mex.)

Mr. CLINGENPEEL. The tachistoscope is an apparatus for the exposure of words, figures, sentences, paragraphs, or any kind of writing or drawing. This device combines the use of the lantern slide projector with a diaphragm-type shutter. The shutter, known as a flashmeter, produces timed screen exposures. The flashmeter, when intended for tachistoscopic use, is attached to the objective lens of the projector. The exposure time commonly varies from 1 second to

one one-hundredth of a second. The picture is flashed on the screen or blackboard by pressing a small thumb release.

The flashmeter was devised as an aid in instructional, diagnostic, and remedial work in reading. It can be used from the first grade to the university, inclusive. The inventor's chief purpose was to devise an instrument that would help to increase the recognition span, shorten fixation pauses, reduce the percentage of fixation pauses, help to eliminate regressions, develop good habits of concentration, and reduce subvocalization in the lower grades.

The tachistoscope helps the reader approach his limit of precision of vision and peripheral span. The untrained eye has a limited field of vision, but with training on quick recognition this field of functional recognition expands. The tachistoscope has other values. It provides training in several visual processes simultaneously. One of the values of the tachistoscope is that it forces the reader to grasp material as a form-field, seen as a whole. With such a quick flash, he cannot vocalize or get sidetracked on elements of the visual pattern; he must take it in at once or it is gone as soon as the after-image fades. There are also other objectives in tachistoscopic training. These are posted elsewhere in the building.

The tachistoscope should not be regarded merely as a remedial device, or as a "reading machine"; for it has been employed successfully in speeding learning in various subject matters. For example, normal students with a problem in arithmetic have made as much progress as 1 year and 2 months in this subject through using the tachistoscope for 12 weeks. Student records show that the tachistoscope is fundamentally a basic teaching tool. Not only does the carry-over from tachistoscopic training greatly improve all scholastic activity, but the apparatus can be used to teach practically all subjects.

It has been proven in military training areas, college classes, and elementary and secondary schools that outstanding success has been achieved in increasing the reading skills through using the tachistoscope during the past several years. Results vary with each group.

Pupils at our New Mexico school have shown an increase in reading rate and also an increase in comprehension after taking the tachistoscopic training courses. It has been held that an increase in comprehension is proportionate to the increase in speed. We have not examined our reading situation statistically. It is still too early to conclude definitely whether the tachistoscope has helped our deaf pupils gain immeasurably in the ability to read. The results of our reading program have been gratifying. We shall not say that the tachistoscope is wholly responsible for the good showing, but we believe that some praise is due it.

One thing that we do know is that these pupils who have been exposed to the tachistoscopic periods have strengthened their peripheral spans, made fewer fixation pauses, and have shown fewer regressions. (By regressions, we refer to sweep-backs to the previous line already read.) However, these gains, in order to remain constant, require the frequent use of the device over a long period, say, 12 weeks or so.

As far as country-wide acceptance is concerned, the flashmeter may be said still to be in the experimental stage. According to a college study group, the reading rate could be increased 50 percent without

undue comprehension losses. Some gains as high as 95 percent have been made.

In using the flashmeter for perceptual training, it is important to observe carefully four steps in the exercise:

1. The group should be prepared for the material that is to be flashed. They should not only be told its nature—whether it is a word, a phrase, or a certain number of digits—but the place where the projection will appear on the screen or blackboard should be clearly located. Then the instructor should stamp his foot heavily upon the floor.

2. After a moment of waiting, flash.

3. The student should be instructed to wait a brief time and then try to reconstruct a mental image of the subject matter flashed.

4. Then he is ready to check on his work sheet.

Start with a slow flashes when necessary and gradually build up to a flash of one one-hundredth of a second. With experience, the teacher will doubtless change the above-mentioned outline of steps to suit her own program and her own needs. For best results, the flashing periods should be limited to 15 minutes, or less, each day. Longer periods may tend to fatigue the pupils' eyes unduly.

I would like to remind you that the tachistoscope is merely a tool to enable one to develop reading skills; it does not change a nonreader into a reader.

(Mr. Clingenpeel then proceeded with the demonstration.)

Mr. HARRISON. Our next demonstration will be by Mr. Richard Davis of the Missouri School for the Deaf. He is going to give us a short paper on visual education in general, and then demonstrate some of the uses of the bioscope and delinescope in the teaching of science in the advanced department.

(Demonstration: Some uses of the bioscope and delinescope in the teaching of science, Richard Davis, teacher, director extra curricular activities, Missouri School for the Deaf, Fulton, Mo.)

Mr. DAVIS. I think those that have preceded me on this program have pointed out the necessity of visual education, especially for the deaf. We know how much it's used in learning for the hearing and seeing child, and certainly for the deaf child it becomes more and more of a necessity. It was also mentioned that one good picture is worth 10,000 words. I think there is a need for something more than just a good picture. There is a necessity for motivation, and the opportunity for intense concentration. The one large idea I get out of this discussion on visual education is that man learns more when he sees more. Now, some of you English teachers might not like that very well, but to me it expresses it very well. The two machines I am going to demonstrate today, the delinescope and the bioscope, offer something in the way of doing something about seeing more and learning more.

The reasons for using these two machines boils down to five or six simple things which I believe expresses it very well. In the use of both of these machines a large group can see the same picture or object at the same time, obtaining concentrated attention on the subject. You darken a room and turn on the light and everybody will look at the light. That is sort of force, but nevertheless you bring about

the attention you want. Magnification brings about an intensity of concentration and gives importance to what you are working with, and these two machines I will demonstrate, students can prepare for them. I think student participation is very important. We can point to the child and say, "Here, you make this for yourself, and we'll see what it looks like". A student can do the actual operation of the machines. This again gives him increased knowledge. It gives him a chance to participate; to show his skill, and of course, to excel, which I believe everyone should have the opportunity to do. Last but not least, these two machines give a break in the regular teaching routine. I think the teacher likes to get away from it. I know the student likes to get away from it. My experience has been that with the older students in particular if I say that tomorrow our lesson is a film-strip lesson or the bioscope or delineascope, when I walk in the room the shades are pulled down. To me that indicates at least what I said was read and there is some interest on the part of the students as to what the lesson may be.

The materials which I have prepared I would like to remind you are for the most part those which we have selected out of our books or science papers, and have been made by the students in the science grades from the fifth to the ninth. The vocabulary presented on some of the dealineascope projections, of course, will demand a lot of explanation. Science vocabulary in particular is ever increasing, and I don't believe there is anything quite so current as science. It's changing every day. A textbook that was applicable 3 years ago is already out of date. The first machine that I will demonstrate is the bioscope. This is rather a new machine. It's a sealed-beam projector, 6-volt bulb running off 110-currents. It also has lenses for light polarization. It has a unique facility in being able to project down in front of the students. It is very movable. It projects a very large and accurate picture. It handles with ease and there isn't much chance that a student can damage it. With a good microscope the teacher stands there and hopes the children see what he wants them to see, and he wonders when they are going to shove a piece of glass through \$60 worth of machine. I am going to demonstrate this machine at this time, and it demands quite a dark room; I hope you try to get the idea of what it will do.

(Mr. Davis proceeded with the demonstration)

Mr. HARRISON. Thank you very much, Mr. Davis. We are running considerably behind schedule, so I will ask the remaining demonstrators to cut it as short as possible. The next demonstration is by Miss Golda Caldwell, teacher from the Kansas School for the Deaf.

(Demonstration: Film strip aids to language teaching on the primary level—Miss Golda Caldwell, teacher, Kansas School for the Deaf, Olathe, Kans.)

Miss CALDWELL. Visual aids play a very important role in modern education. We as teachers, have a far greater responsibility in educating the youth of today than our predecessors had, because scientific research and inventions in the field of visual education have made it possible to broaden our scope and to reach more children more effectively. Visual education is especially important to the acoustically handicapped child as his eyes must also be his ears.

I think that most of you will agree that language is one of the hardest subjects to teach the deaf. It is also one of the most important, since everything in education involves language.

Because of the repetitious character that our teaching must have, the more we can "sugar coat" it as fun and entertainment the more effective it will be, especially for the younger deaf child. Here is where the film strip come in. Almost all children enjoy a show, and to them the film strip is a show. It could be called an "educational aspirin," a kind of pain killer for learning. Because they are enjoying themselves, the pupils are in a receptive mood, and the situation is right for effective teaching.

Film strips aid in the following ways in teaching language:

1. They add to the background of experiences which are important and necessary in the development of ideas and the imagination.
2. They increase reading, writing, and speaking vocabularies.
3. They help to show that there is a sequence of events in a situation.
4. Writing about the film after seeing it gives the child an opportunity to use language principles and vocabulary he has learned.

Each film strip should be previewed by the teacher before it is shown. New vocabulary should be noted at this preview and taught, or at least introduced, before the film is shown. Then, when the film is shown, the children will read because they recognize new words and phrases that they have just learned as well as old vocabulary. Treat the film strip as you would a reading lesson—talking about the pictures and asking leading questions about the story to hold the interest at a high point.

After the showing of the film strip, you may follow one of several procedures depending on your objective. Sometimes, during the language period later in the day or the following day, ask the class to write about the film. The first time you will get only a few sentences, but that is a good start. The child has written several sentences about an experience, and that is your immediate objective. The next time he will write more using the language principles he has learned, from the film strips and otherwise, and new vocabulary. Then you are a long way on the road to your final objective—interesting original language in which the children use their new language principles and new vocabulary to tell about everyday happenings or to paint a word picture of their imaginations. You will get less of this, for example, I played football—period, and I went to town—period; and more of something about the football game and what happened on the way to town or in town.

Do not ask for a written lesson every time you show a film strip. If you do, you will defeat your purpose. The pleasure is gone because the children are worrying about having to write about the story—it becomes something to be endured rather than enjoyed and is no longer an effective teaching tool.

At times show a film for the purpose of enjoyment only. It may be used as a reward or even as a bribe.

Again, your purpose may be to teach meanings of phrases which come up in the readers, such as "played a joke on" and "used his head."

The film strip *Puss and Boots* is a very good one to use in teaching both of these phrases. Then, by recall and association, "played a joke on" will have meaning when the children meet it in their readers.

(Miss Caldwell then proceeded with the demonstration.)

(Demonstration: Use of Film Strip in Intermediate Grades, Miss June Newkirk, teacher, Arizona School for the Deaf, Tucson, Ariz.)

MISS NEWKIRK. The film strip is an excellent teaching device, for each film is approached by the children with great anticipation. Pictures have a strong appeal and thus the motivation for the lesson is fulfilled. The boys and girls I teach insist upon calling it movies.

We are fortunate today that the film strips produced are so well done. Most of them are in beautiful colors and the captions use vocabulary and sentence structure that are well graded. Some companies also supply manuals to accompany their sets of films. And, there are films for every phase of education.

Before showing a film strip appropriate for an intermediate class, I should like to make a few remarks on the use of them. They are not an entertainment device but a teaching device. Hence, every film strip should be shown with a definite objective in mind. And, almost needless to say, no film strip should ever be shown unless first previewed by the teacher. For really effective learning from a film strip, as careful preparation needs to be made as when presenting a new story.

It is my own opinion that an introduction to the film strips is essential. The children should know what they will see, why they are going to see it, and what they should watch for. Then, any anticipated vocabulary difficulties should be taught. During the showing of the film strip the room should be darkened. Therefore, I prefer showing the film without interruptions. In the discussion following it, difficulties can be spotted and further teaching done. Then a rapid rerunning of the film for verification of disputed points can be done.

Film strips are of value in many phases of the curriculum. The wonderful nursery rhymes, fairy tales, and folk tales that have been a part of our background from early childhood are not usually so well-known and loved by deaf children. Probably all of us know a hearing child who has demanded Little Black Sambo, for example, not once but many times. To help fill in the deaf child's background, film strips can be very valuable. There are several good sets of fairy tales and folk tales that can be easily read by intermediate children. They love them and ask to see them again and again. Effective oral and written composition work can be a follow-up of the showing.

In the social studies the strip films again are very good and helpful. Sets of film strips are available for almost every unit in United States history. Children who study history with a film-strip supplement are better able to visualize the periods of history. They actually see the costumes, the homes, the road conditions, the means of transportation, and hence they can better comprehend the problems which the people of the period had to solve. Film strips bringing out all important phases of the lives and works of peoples in various countries are also available for geography classes.

Several good sets of science films have been produced recently and make very good summary material at conclusions of units of study.

The film I shall show is from the American Folk Tales series, put out by Curriculum Films, Inc. It is Pecos Bill Becomes a Cowboy. This film would be shown following the reading of a story about Pecos Bill in their basic readers. Hence, the children would have the introductory material from the story. They would be directed to watch for any differences between the film strip and the story in their book and to determine exactly why Bill's brother was certain that the lost boy was really his brother. At the conclusion of the film strip, for this particular lesson, I would have a class discussion and a review discussion of the folk tale.

(Miss Newkirk then proceeded with the demonstration.)

Mr. HARRISON. Thank you very much, Miss Newkirk. We are exactly 25 minutes behind our schedule, so I am going to ask Miss Lutz, the social studies teacher of the Missouri School to cut her demonstration down and to hurriedly read her paper. Miss Lutz was going to demonstrate visual aids in the teaching of social studies on the advanced level, and her paper has to do with that.

(Demonstration: Visual Aids in the Teaching of Social Studies on the Advanced Level, Miss Martha Lutz, teacher, Missouri School for the Deaf, Fulton, Mo.)

Miss LUTZ. Confucius says, "A picture is worth 10,000 words." Visual aids are invaluable in the teaching of social studies. They make a contribution which merits the serious consideration of every social studies teacher.

There are several reasons we need to consider these values:

(1) *They make learning faster.*—That learning is faster when visual aids are used is an established fact. Reliable studies and experiments indicate that learning is up to one-third faster in some areas when appropriate visual aids are used.

Examine the facts on the training program of the Armed Forces during World War II and compare them with those on World War I. Various reports indicate that the use of appropriate visual aids cut training time in World War II as much as 35 to 40 percent. Visual aids do the job we are trying to do just as effectively as they did the training job of the Armed Forces.

(2) *They make learning more permanent.*—There is also an abundance of evidence to support the fact that learning is more permanent when suitable visual aids are used. New material is made more concrete, more attractive, and easier for the pupil to associate with his past experience. This makes learning more accurate and therefore more permanent. In some fields of study retention of information is increased as much as 50 percent and more when visual aids are used.

(3) *They make learning more enjoyable.*—To decide whether learning is more enjoyable when visual aids are used, one needs only to sit in on a meeting where they are used. Increased interest and response are indications that it is. The old idea that learning must be done the hard way, if it is to be effective, has long been abandoned. Educators recognize the necessity of making the whole teaching and learning situation as pleasant, attractive, and enjoyable as possible. Pupils must enjoy their learning experience if it is to be effective. Carefully selected and skillfully used visual aids make a definite contribution toward making learning more enjoyable.

(4) *They complement and enrich other methods.*—In most teaching and training situations we use several methods. These methods are enriched and made more effective by appropriate visual aids. Class projects and observation trips—visual aids which afford real life experiences—furnish good background information for new study and increase the effectiveness of other methods.

Visual aids may be used as an educational tool in social studies classes for several specific purposes. The time required for their use for these purposes may vary from a few seconds to many minutes depending on the nature of the aid and purpose in using it.

(5) *They may be used to furnish background information.*—Visual aids may be used to furnish more extensive background knowledge and experience through which new ideas and relationships may be understood. This is especially true in the fields of geography and history.

(6) *They may be used to introduce an idea or subject.*—A question or statement on the blackboard, a picture, a map or a good film strip may be used to introduce a lesson. Interest will be aroused and learning will be stimulated.

(7) *They may be used to develop an idea or a subject.*—Visual aids may be used beyond the introductory step. They may be used to show relationships and otherwise develop a subject or idea in a logical step-by-step fashion.

(8) *They may be used to explain and clarify a difficult point.*—Words are sometimes very misleading because their ability to convey an idea is limited to the previous experience of the individual hearing them. Therefore, it is sometimes necessary to have something more concrete than a word, to convey the idea being presented. A film will often do this. (Film on irrigation.)

(9) *They may be used to review a lesson or unit of lessons.*—Visual aids are also very valuable for review purposes. They aid a pupil in recalling details and relationships and therefore fixing them more firmly in his mind. They may be used as basis for a review lesson, to present a summary, or to give emphasis to the important ideas. (Film on Changes in American Life at conclusion of unit on Industrial Revolution in the United States.)

Of the nonprojected visual aids used in social studies classes I would like to mention just a few: (1) realia; (2) bulletin board; (3) maps and globes; (4) photographs; (5) flat pictures; (6) postcards; (7) exhibits; (8) models; and (9) charts, diagrams, and pictograms.

Just a word about pictograms. Children prefer these pictograms in which bars, lines, curves and shaded areas are replaced by conventionalized drawings of the data themselves. Little black rows of locomotives, men, cows, oil derricks, money bags, or what not, give more realism than the older conventional charts in spite of their robot-like form. It is claimed that these pictographs (1) attract the eye by their unique appearance, (2) arouse curiosity—a desire to know more, (3) satisfy this curiosity by telling a clear, concise story, and (4) are remembered longer than conventional graphs. J. W. Wrightstone made a study to compare the effectiveness of the conventional graphs and pictorial statistics. The findings show that pictorial statistics were more effective in assisting pupils to locate specific facts and information than the usual bar, circle, and line graphs. In

the delayed recall of facts, pictorial statistics were superior, and pictorial statistics generated more interest than the conventional graphs.

All of the above-mentioned aids are valuable and have a place in our classes. Most of them are inexpensive and are very effective.

The projected visual aid has many advantages and of course, a few disadvantages. Camellia Best in her article, *Teaching Americanism Through the Use of the Filmstrip*, says:

By means of the wide variety of subject matter found in the film strip, we are able to correlate the teaching of Americanism and the development of good citizenship in the course of study used in almost every school (Visual Review, 1941, 1. 14).

Teachers will find that many film strips are available for use in history, civics, and geography. They are easy to project; they cover a wide variety of topics; they are relatively inexpensive; and their use enables the teacher to show selected materials at the time they are needed, and to discuss them as long as the situation demands. This, I think, is its greatest advantage.

Stereographs have a realistic three-dimensional effect which photographs do not possess. The individual View-Master is a very effective tool in the classroom and the same reel used in this individual machine may be projected—however, it does not give the three-dimensional effect when projected. Many stereographs are available on units commonly used in the social studies. Because of the realism they are a practical aid.

Mr. HARRISON. Thank you, Miss Lutz: According to our program we should have a 15-minute open discussion. If you good people care to discuss the problem of visual aids and want to stay beyond the time limit it is perfectly all right with us here on the stage. I do think you should be turned loose at this time. Are there any questions?

Reverend STEWART N. DALE (Minnesota). I would like to make one announcement. In the projection of film strips, something we have tried, if you bought the film-strip projector and whatever they call that other one—the Delineascope—we use long strips of paper, and I tie on those strips and run it through the Delineascope and project it on the screen at the same time for our church work. It really works very well. I thought maybe you might be interested in that.

Mr. HARRISON. Is there any further discussion? Would anyone like to question any of the teachers who demonstrated in the various subject-matter field? If not, the meeting is adjourned.

SECTION MEETINGS, TUESDAY, JUNE 19

SECTION FOR HEALTH AND PHYSICAL EDUCATION

Paper: Section A—Intramural Activities for Girls, Mrs. E. S. Johnson, physical education instructor, Illinois School.

Paper: Section B—Intramural Program for Boys, Charles Frizzell, athletic director, Missouri School.

Paper: Section A—Extra Curricular Activities for Boys, John B. Rybak, athletic director, St. Mary's School, Buffalo, N. Y.

Paper: Section B—Health Education for Girls, Helen B. Kearny, R. N., director health education, New Jersey School.

INTRAMURAL ACTIVITIES FOR GIRLS

(Mrs. E. S. JOHNSON, physical education instructor, Illinois School)

Intramural athletics are generally considered to be sports conducted between groups of students within one school in their leisure time. They should be emphasized in the elementary school.

Both boys and girls of all ages from kindergarten through high school need exercise in the competition of active play. Ball games, racket games, swimming games, et cetera, not only develop muscular strength, fine coordination, grace of movement and fine body control, but also set fine attitudes of cooperation, standards of character and a sense of obligation to the rest of the group which are invaluable.

All people must become leaders to a certain extent if they hope to be happy members of a peaceful society. This is developed in school, and especially so in a residential one like our State school for the deaf, where we have to be good followers most of the time. Leaders are people who are team captains, class presidents, editors of school papers, et cetera, in one thing and teammates or members in other groups.

Vigorous use of their physical energies, develops leaders, not watching movies, listening to the radio, or just sitting. That is static, noncreative pastime. Active competitive groups, whether in music, debating, or sports, where teamwork and obedience to rules is all important in developing well cooperating group action make leaders, too.

Hard-of-hearing pupils who enter the Illinois School in the upper grades or new deaf children always stand out at first as uncooperative passive spectators in comparison with our students of long standing who have had progressive education from 5 years of age through 13 in their physical education classes. How to play and like it, take her turn and try, keep busy and active at something while in the gym has to be taught to them from scratch.

Adult leadership with student management is the pivot around which the success of the scheme revolves at the Illinois School for the Deaf. The opportunities offered by group play and school athletics are not limited to the most skillful, but every girl is included. All our girls over 12 years of age take part in the fall, winter, and spring activities scheduled.

Crippled or incapacitated children need the discipline of games quite as much, if not more, than other children and we make them feel that they belong, are important and valuable members of the team. They take part in such activities as hiking, archery, or swimming as prescribed by the school physician. If none of these are permitted, they act as squad leaders, referees, scorers, call roll or are messengers to call absent unexcused team members from their dormitories.

Backward or unenthusiastic students need special stimulation to arouse interest. Our slogan is "Everyone on a Team," and we believe in "all aroundness," in doing well what we dislike as well as what we like. Distinterest vanishes as skill improves and superiority in something develops with the daily instruction of fundamentals. To stick to it in the face of failure and ridicule is a lesson in constancy which is hard on the teacher but will pay dividends to the individual all her life.

We have found a successful intramural program, depends upon equality between competing teams. Alternating the best players as well as the poorest ones in each new activity so that the object of the fairest competition between teams is always maintained. To keep the interest high in this way some plan is necessary to classify the students, taking into consideration the factors of age, height, weight, or strength and experience.

All our girls 12 years of age and over are divided into two groups called juniors and seniors. These play on alternate days throughout the school year.

Belonging to the State league since 1930, we follow closely their chart of activities and point system. This handbook is issued in the fall of each year and with it the girls' interest is sustained through many years. On leaving school or on graduation they may have earned enough points for the two State awards.

Every girl who has earned 700 points joins the girls' athletic association and is eligible to hold office, attend meetings and represent our local association at district play days and workshops, or she competes in the State sponsored tournaments of archery, swimming, basket shooting and bowling. These privileges are withdrawn and a girl is suspended should her interest, work or behavior be unworthy of a leader. The state organization requires 100 points a year to retain active membership. Most of our points are earned in the after school intramural program.

Our physical education instructors maintain close supervision of our intramural activities, by advising, encouraging, inspiring and directing. Grievances are settled at once, as close to the point of origin as possible, for they are matters of major concern to the students, even though they may appear minor and insignificant to the adult. It is here during play that attitudes of clear play, group loyalty and the finest kind of sportsmanship, courtesy, kindness, and generosity are formed.

We try to have a broad and satisfying program for our girls and are constantly on the lookout for a new way to do an old trick, add a new test or activity. With the great increase among the younger children it will probably be necessary in the near future to add simple recreational games to our intramural period, deck tennis for volleyball, captainball for basketball and relays, using fundamental skills.

But our activities must always furnish opportunities for leadership, recognition, participation, and have the wholehearted support and cooperation of the student body. They are needed to break the monotony of the daily routine in the relatively small confines of the schoolroom. Long hours of confinement do something to all people and require a balance, something to relax their minds and bodies.

Our time allotment is at least twice a week for organized activities per pupil and two to three times a week of unorganized swimming from 4 to 5:30 in the afternoon. The organized fall program calls for hiking, archery, soccer, or speedball until bad weather. Then we take up indoors, volleyball and basketball. We can add the archery, for we have a felt backdrop, but usually find our time too limited unless we give overtime service which has never received recognition or pay. In the spring we repeat our hikes and archery, add rope jumping, field and track and softball.

In all our intramural activities we strive to have the girls increase their skills so they can pass tests. We have State league tests in each sport. We also use the playground and recreation association athletic badge tests, the Amateur Athletic Union's physical fitness test and all Red Cross swimming tests. These standards are a powerful motivator through the year for program participation and free time practice in self-testing activities. Too, the points given by the State association for successfully passing them helps win awards.

We do not use the daily instruction period for playing intramural games but carefully play our teaching procedure of fundamental skills in each seasonal activity at that time. With posters, charts, and movies we demonstrate the rules of the game, show the simple elements of team strategy, the principles of social conduct or etiquette of the game, list the ethical standards involved and stress safety factors and leadership qualities.

Attendance in all activities is required of all for eight sessions. Then I like to end each season of playing with a sport day, inviting a hearing group and using our best players. When this is not possible I make two teams of our best players for a last play-off.

We continually try to stress carry-over interest into the future out of school life, so that our girls will benefit the most by being participants, first, and spectators, secondly. Too, we realize that it is usually not the brilliant people nor the most gifted who make the greatest success, but the average folks who have learned habits of teamwork or skills of cooperation.

Since a full modern program of leisure time activities will include not only athletics and the out-of-doors sports, but all cultural, social, and leadership phases as well; our literary, dramatic, scouting, junior Red Cross and other groups are excused from the team play when their meeting time conflicts with our intramural athletic schedule.

At the present time with full mobilization again taking part, the stepped up boys' program should not be created at the expense of the girls. Our times demand the highest possible level of all our abilities. We need courage and morale, democratic beliefs and skills in human relationship, moral, and spiritual values. Good programs everywhere in health education, physical education, intramural, extra curricular activities, and recreation are needed to serve these purposes.

For the future we need more emphasis on all children under 12 years of age. This group has increased greatly and will continue to do so. We need more organized planning for Saturday and Sunday when teachers working 5 days a week need a rest. It requires stamina with a mental and physical reservoir of health to keep up with the recreation job, which quite often begins when others are ending.

Among our teen-age girls who stay with us 13 years and longer we need during their last years a great many more coeducational games and activities. From a long list these might be used in our intramural programs for their carry-over use: Archery, badminton, tennis, handball, volleyball, social recreational games, and various forms of dancing.

Our aim from ages 5 to 20 is to reduce "physical illiteracy" and guarantee to every girl in school an opportunity to develop a sound physique and a well-rounded personality.

INTRAMURAL PROGRAM FOR BOYS

(CHARLES FRIZZELL, athletic director, Missouri School)

"Intramural sports are activities confined to one particular school either among individuals of that school or among teams of the same school that compete with each other. These teams represent subdivisions of the school, never the school as a whole."¹

At the Missouri School for the Deaf we have approximately 75 boys ranging from 11 through 20 years of age. We classify each boy according to C. H. Mcloy's formula ($20A + 6H + W$). This means 20 times the boy's age, plus 6 times the boy's height, plus the boy's weight. After each boy's classification has been determined, group ranges are set up. Then the boys' names in each group range are placed in a hat and the names are drawn out and they are placed on teams. Here at Missouri we have six teams named after major league baseball teams. Each team is composed of 12 members, the team captain and coach being chosen by vote of the team members. The captain is directly responsible for seeing that his team is present and ready to play at the scheduled time. The team captain is also the coach and is free to use whatever strategy he feels will aid his team in playing a better game.

The activities participated in at the Missouri School are both individual and team sports. The individual sports include table tennis, horseshoes, boxing, wrestling, and track. In wrestling and boxing, the boys in each group range compete against each other, giving us about eight divisions. The team sports include touch football, basketball, volleyball, and softball. There is no limitation as to how many activities a boy may participate in, but he must participate in two activities before he can become eligible for an intramural award. In our intramural sports no boy is forced to participate in any activity; all participation is strictly voluntary. Officials are picked from the teams not playing that night.

Preparation for the intramural activities is to a great extent carried on in the regular physical education classes. Physical education is scheduled three times weekly with each class period lasting for 60 minutes. The other two days the boys attend their regular vocational classes. During the physical education period an attempt is made to use at least part of the period for the teaching of fundamentals and rules of each sport. By doing this it gives us more time for actual playing of the intramural activities.

At the Missouri School participation in the intramural activities is held 3 nights weekly from 7:30 to 8:30. This is the only time which we have available as varsity sports are held in the afternoon when school is out at 4 and there is no time available during the noon hour.

In all of our intramural tournaments we use the single elimination plan. This is done so more activities may be pursued and due to the limited time which we are allowed for intramural participation. Brackets are drawn up, teams drawn from a hat and placed in the brackets. The brackets are then placed on the bulletin board so all may see when, where and whom they participate against. As a team

¹ Mitchell, Elmer D., *Intramural Sports*, p. 1.

or individual wins he moves ahead in the bracket on the bulletin board and in this way there is no confusion as to who plays next.

Our scoring plan awards 25 points to the winner of an individual sport, these points being added to his respective team's score. Five points are awarded each boy who takes part in an individual sport. In the team sports 100 points is given the winning team and 10 points are given to each team that participates. A team loses 25 points for failing to show up for a scheduled game and for poor sportsmanship 50 points are deducted from the teams total points.

Each winner of an individual sport receives an intramural certificate 4 by 6 inches, which gives the name of the activity, what place taken, season, and signed by the superintendent and the athletic director. Each member of a winning team that participates in a team sport is awarded a like certificate. The team with the greatest number of total points at the end of the school year is presented ribbons stating that they are intramural champions for that year at the Missouri School for the Deaf. All of these awards are made during Awards Night which is held near the end of the school year. This, we have found, to be a very appropriate time as it fosters enthusiasm for the next year.

Some of the problems which we face are: the limited time allowed for intramural participation and the conflict with other extracurricular activities, limited facilities due to a small gym, limited staff, and an inadequate number of pupils in each group range.

Our intramural program is set-up with the hope of providing recreation, better school spirit, better health, permanent interest in sports and leisure time activities, development of varsity material, improvement of bodily strength, social contacts, and relaxation so studies may be pursued, refreshed. Sports for all is what we are striving and working toward.

EXTRACURRICULAR ACTIVITIES FOR BOYS

(JOHN B. RYBAK, athletic director, St. Mary's School, Buffalo, N. Y.)

An ideal extracurricular program for boys should include the interscholastic, intramural and hobby activities. By interscholastic, I refer to competition in major sports with public schools. Most of us schedule games with hearing schools in football, basketball, baseball, and track. By intramural activities, I refer to sports which are open to all the boys in the school and in which they compete against each other. By hobby activities, I mean those activities which are usually associated with youth on an individual basis. For example: golfing, fishing, model railroading, model airplane building, and so forth.

My discussion will be on the development of an intramural program for boys ranging from the ages of 10 to 21. This program is established on a definite basis. It is just as much a part of the school program as is speech or lipreading. It is a day by day schedule throughout the school year. There is a definite plan with established goals toward which each boy strives. It is a plan which can be augmented by related activities.

The slogan on the intramural program "A sport for every boy and every boy a good sport" gives us the aim of the program. All the boys

are given the opportunity to take an active part, not just a few chosen athletes of the school. Skeptics might think that to be on the theoretical side, but nevertheless, it is true that even the spastic boys in our schools could take part in the program. They may not be able to engage in the more vigorous activities but they certainly can act as scorers, supply managers, mascots, and record keepers. The second aim of the program is more aesthetic, that is, teach the boys good sportsmanship, cooperation, coordination and how to react properly to competition.

DIVISIONS

To start at the beginning this is how it works: A division of boys is made into three groups. The junior group is composed of boys from 10 to 13 years of age. The middle group is made up of boys from 14 to 16 years of age. The senior group is composed of boys from 17 to 21 years of age. These divisions are necessary for a successful program so that each boy can compete in his own class. He will be then competing with boys of his own ability, age, and interests. It gives him more of an incentive and creates greater interest.

In schools where the enrollment is small, the middle and senior groups are joined together in making up teams for group sports like volleyball, softball, and the like. For the individual tournaments they still compete within their own division.

Three charts are posted showing the boy's name and the sports in which he competes. Space is provided for the points which he will earn throughout the year. The object of the points is to determine the "All-star athlete" of the division. More about this later.

SEASONS

As I have remarked before, this program is carried out on a full-year schedule, therefore, leagues and tournaments are scheduled during the following seasons:

Fall: Football (touch or 6-man); volleyball; handball.

Winter: Table tennis; billiards; bowling; swimming; basketball.

Spring and summer: Horseshoes; softball; archery.

Of course it must be understood that each school does not have the facilities or equipment for all of the above but substitutions can easily be found.

SELECTIONS

In selecting teams for each league, I have found the following procedure highly successful:

A week before a scheduled tournament a meeting is called of boys in each classification. The members are asked to write down the names of boys whom they wish to act as their captains. For example, if four team captains are needed, the boys write down four names and the ones with four highest votes are given that honor. The captains then select their teams from the group in front of them by drawing numbers for first, second, third, and fourth choices. After each captain has his first selection, numbers are again drawn for second selections, and so on until all are chosen. We have found that this

system allows for more evenly matched teams and competition is keen and interesting. In drawing up schedules we have found the following system the easiest to use:

(Demonstration from charts.)

For individual tournaments like table tennis, a notice is posted 2 weeks before the tournament with space provided for the boys to sign their names if they wish to join the tournament. Tournament brackets are then drawn up together with rules for the tournament.

(Demonstration from charts.)

I must emphasize at this time that it is very important that the league schedules and tournament brackets are done neatly and kept up neatly with one person responsible. A nonparticipant would be very suitable. Pictures and drawings attract interest and attention and should be liberally used.

AWARDS

The boys earning the most points in his group is the "All-star athlete" of the year. A boy earns 5 points for winning a tournament, 3 points for placing second, 2 points for placing third or 1 point for entering a tournament. Thus each year produces three all-star athletes. Their names are inscribed on the permanent trophy and the all-star jacket is awarded to the winners. Besides these awards there are prizes given to the winners of the various tournaments and leagues. A special day is set aside at the end of the school year when these are presented to the deserving winners.

In carrying out this program, a daily schedule of events is a necessity. A blackboard in the recreation room serves the purpose.

QUESTIONS

"How can a program of this sort be carried out with limited supervision?"

The captains of the teams not playing that particular day can act as referees, umpires, and so forth. In fact it is advisable that they be used in those capacities to develop their responsibilities and dependability.

"Is a program of this kind worth while and do the boys like it?"

We have carried out this program for 15 years. It has given us all that we expected from it. First of all it teaches the worthy use of leisure time. With the working hours on the decrease, it is imperative that we teach our boys how to occupy their leisure time once their school days are finished. Secondly it develops a spirit of competition and cooperation so necessary if they are to meet the problems of life. Thirdly it instills all the characteristics so necessary in a well-adjusted individual.

"Just how can this program be augmented?"

We think that the boys should be exposed to the various types of sport activities which young men usually take up later in life. For example: golfing, fishing, bowling, model crafts, and so forth. Spring is an ideal time for learning how to play golf. A net can be set up and the boys given instruction in grip, stance, and swing. If there is no one on the staff who plays golf, the PGA is usually willing to send a professional to conduct a clinic.

"Will this program supplement interscholastic competition in basketball, football, and baseball?"

Decidedly not. For the deaf there is no substitute for interscholastic competition with the hearing. They need that contact for their social adjustment. The intramural program dovetails into the interscholastic program. There is no conflict in conducting the individual tournaments. The only one field that presents an obstacle is football. We overcame that difficulty by giving 5 points to the members of the team who earned varsity letters and conducted a 6-man touch football league for the rest of the boys.

"Wouldn't so many sports activities tend to overemphasize athletics at a school?"

No it doesn't. In fact, demanding that only students with passing grades will be able to take part in a tournament or league, makes a boy attempt to get better grades. Teachers are aware of the fact that they can get their boys to do more studying if they warn them of this fact. A boy who is absent from three of the games does not get any points for that activity.

CONCLUSION

With the development of this program you will notice how the discipline problems decrease. Boys need action and this will supply that demand. All of us realize that school work for them means periods of constant attention and strain regardless of what methods we employ. Therefore it is wise that we supply something to them after school hours where all of this pent up energy can burst forth. We do it constructively if we give them a well-planned intramural program. The boys demand it, they enjoy it, so let us give it to them.

HEALTH EDUCATION FOR GIRLS

(Miss HELEN B. KEARNY, registered nurse; director, health education, New Jersey School)

FIRST SEMESTER, 1½ HOURS DAILY

The general aims of health education for girls are:

To create a desire on the part of the pupils to be open minded and eager for improved self-development, for more wholesome living, for real happiness, for better success in their everyday relationships.

To help the pupils find solutions to their present and future problems by giving them a broad insight into actual experiences of others, by guiding them into proper channels of thought and conduct, and by proving to them that family happiness is the ultimate happiness.

A. Physical and personality development.

1. Physical changes—both sexes.
2. Development of personality.

a. Grooming.

1. Professional instruction of care of hair, face, hands, and teeth.
2. Suggestions of matter of dress—colors, etc.

b. Table manners.

1. Table setting.
2. Being seated, etc.

A. Continued

2. Continued

- c. Dating—"do's and don't for girls."
 - 1. Petting.
 - 2. "Going steady."
- d. Correspondence.
 - 1. Informal and formal invitations.
 - 2. Answers to invitations.
- e. Meeting the public.
 - 1. Introducing.
 - 2. Responding.
- f. Social behavior in school.
 - 1. Courtesy.
 - 2. Punctuality.
 - 3. Right conduct.
 - 4. Knowledge and practice of parliamentary law.
 - 5. Sportsmanship.
 - 6. Personal grooming.
 - 7. Meeting obligations.
 - 8. Respect for the rights of others.
 - 9. Appreciation.
 - 10. Honesty.
- g. Social behavior in the home.
 - 1. Obedience.
 - 2. Helpfulness.
 - 3. Manners.
 - 4. Loyalty.
- h. Social behavior in business.
 - 1. Honesty.
 - 2. Loyalty.
 - 3. Reliability.
 - 4. Punctuality.
 - 5. Cooperation.
 - 6. Efficiency.
 - 7. Ambition.
 - 8. General conduct.
 - 9. Grooming.
- i. Social behavior in the community.
 - 1. On the street.
 - 2. In the streetcar or bus.
 - 3. In the store or shop.
 - 4. In a public lavatory.
 - 5. At the theater.
 - 6. At the movies.
 - 7. In church.
 - 8. At the library.
 - 9. In the post office.
 - 10. In the beauty parlor.
 - 11. In the restaurant.
 - 12. When visiting at the hospital.
 - 13. At the doctor's or dentist's office.
- j. Behavior on special occasions.
 - 1. When traveling on train, shipboard, air and bus.
 - 2. In hotels.
 - 3. At a dance.
 - 4. Hostess and guest.

B. The origin and early development of the family.

1. Biological.

C. Background of modern American family.

- 1. Influence of ancient civilization
- 2. The colonial family.
- 3. Modern American family.

D. Structure of the family.

- 1. Mating.
- 2. Marriage.
- 3. Family.

- E. Adjustments before marriage.
 - 1. Finding a mate.
 - 2. Courtship.
 - 3. Legal preparation for marriage.
 - 4. Marriage.
 - a. Purpose of the wedding.
 - b. Time of wedding.
 - c. Cost of wedding.
 - d. Elopement.
 - e. Making the honeymoon successful.
 - 5. Early marriages.
 - a. Advantages.
 - b. Disadvantages.
- F. Adjustments after marriage
 - 1. For happiness.
 - a. Companionship.
 - b. Mutual understanding.
 - c. Love.
 - d. Sexual adjustment.
 - e. Children.
- G. The family and the community.
 - 1. Advantages provided by community.
 - a. Protection.
 - b. Educational.
 - c. Health.

SECOND SEMESTER

- A. Red Cross home nursing and child care.
The outline used is that suggested by the Red Cross home-nursing textbook. Phases of family relations are integrated when appropriate.
- B. Red Cross first aid for juniors.
The outline used is also the Red Cross textbook.

At the end of these courses an elaborate assembly program is given and at this time the girls receive the Red Cross home-nursing pin and certificate as well as the first-aid award.

SECTION FOR VOCATIONAL TEACHERS

Leader: Dwight W. Reeder, principal, Newark, N. J., day school.

Panel discussion: Guidance.

Vocational Guidance Program at the Louisiana School for the Deaf, Albert G. Seal, counselor, Vocational Rehabilitation Service.

Guidance, Richard M. Phillips, specialist for the deaf and hard of hearing, Division of Vocational Rehabilitation, Indianapolis, Ind.

Joint Efforts in Vocational Guidance of the Deaf, Boyce R. Williams, consultant, deaf and hard of hearing, Office of Vocational Rehabilitation, FSA, Washington, D. C.

Discussion and resolutions.

Paper: Professional Training and Certification of Vocational Teachers, W. Lloyd Graunke, supervising teacher, acoustic department, Illinois school.

Panel discussion: Success in Life, and What of the End Product of Our Schools?

Paper: The Conditions for Successful Employment, Ben M. Schowe, labor economist, Firestone Tire & Rubber Co., Akron, Ohio.

Comments: Boyce R. Williams, consultant, deaf and hard of hearing, Office of Vocational Rehabilitation, FSA, Washington, D. C.

Paper: Nothing Succeeds Like Success, Stahl Butler, executive director, Michigan Association for Better Hearing, Lansing, Mich.

Paper: Temperament as a Factor, Richard M. Phillips, specialist for the deaf and hard of hearing, Division of Vocational Rehabilitation, Indianapolis, Ind.

PANEL DISCUSSION: GUIDANCE

VOCATIONAL GUIDANCE PROGRAM AT THE LOUISIANA SCHOOL
FOR THE DEAF

(ALBERT G. SEAL, Counselor, Vocational Rehabilitation Service)

Life involves a series of adjustments, and the facility with which a person makes a successful adjustment to a new environment, or a new situation determines to a great degree his success in society. Adjustment to radically changed circumstances is never an easy process but when the situation is complicated by the presence of a hearing disability, the process may be even more difficult and special aids may be required. Fortunately, these special aids have been made available to this handicapped group by means of remedial and health services, special educational facilities and vocational rehabilitation services. Rehabilitation is an all-inclusive term, and when applied, must meet the needs of the individual. In preparing an individual to secure his place in society, it is necessary to make a careful inventory of his physical well-being, mental capacity, aptitudes, vocational and educational background, and his personal and emotional stability.

In order that the program of vocational rehabilitation may be carried out to completion, many services are made available to the physically impaired individual. These services include:

- (1) Physical and aural examination.
- (2) Medical, surgical, psychiatric and hospital services.
- (3) Hearing aids, lip reading, speech correction and auditory training, if necessary.
- (4) Individual counseling and guidance.
- (5) Maintenance and transportation during the rehabilitation process, if necessary.
- (6) Training for the job—in schools, on the job, by correspondence or by tutor.
- (7) Necessary tools, equipment and license.
- (8) Placement in the right job.
- (9) Follow up to make sure the rehabilitated workers and the job are properly matched.

The services provided by the vocational rehabilitation program are the principal means for the aurally handicapped person to adjust himself vocationally. He may have lost his job because the demands for his skill have disappeared. He may not be able, without additional training, to keep pace with stepped-up procedures in machine-shop practices. He may have suffered an additional disability which forced him to seek a new type of employment. He may have social or personal maladjustments which made him unsuited for employment. He may be a person who has never had employment experiences. Regardless of the cause, the vocational rehabilitation agency is responsible for providing the necessary services toward making him a fully self-supporting and useful member of society.

The rehabilitation of the deaf and the severely hard of hearing follows the same pattern as that for any other type of disability in that assets and liabilities must be found, evaluated and used as a basis for planning. It seems that with the deaf and the hard of hearing, the extent of their liabilities has been fairly well determined, but no adequate program has been established providing the integration, con-

trol and coverage necessary for solving the problems of this group of people. The realization of the omission of these necessary services prompted the establishment of a guidance program for the deaf and hard of hearing in Louisiana, which was quite a departure from most programs for this group of people that were in operation at that time. It was designed to reduce sharply the fundamental problem of adjustment to social and economic responsibilities which deaf students, raised in the cloistered environment of a residential school find so difficult. The theme of the program is that a gradual transition to adult responsibilities is desirable rather than the sudden emersion generally practiced.

The primary objective of the program is to evaluate the client in light of the things he needs today in order to prepare himself for a suitable vocation and to make available all facilities necessary for the successful achievement of this goal. In working with the deaf client, the counselor attempts to devise a plan based on an evaluation of him as an individual and to provide the training and experience necessary to his maximum vocational adjustment. For some clients this may mean only the provision of training situations, for others it means that jobs have to be used as a means of guidance, and for others it means that some jobs must be used in order to teach the client good work habits. This means that we have tried to determine what the client needs and to provide the services necessary to meet these needs. In this respect, we have found that the greatest need as a whole is a knowledge of how to work, how to get to work, how to be on time, how to get along with his fellow employees, how to communicate with hearing associates, how to stick to the job under both good and adverse circumstances, what to expect in the way of return for employment and the various deductions that apply, and how to understand the other complications of a work-world. Since these are best taught in a work situation, we have arranged for jobs for clients in which they can get these varied experiences. In each instance, clients have been paid for their services and we find that it is very essential that they be taught how to use money. The theory behind this practice is that the jobs on which we placed individual clients may be either for training purposes in learning a vocation, for teaching a client how to work, or may be a terminal job that seems best suited to the ability of the individual client. Regardless of the job objectives, the client benefits from these varied work experiences which are essential to his success in a competitive employment market.

The program at the Louisiana School for the Deaf permits guidance, counseling and planning by the vocational counselor several years earlier for each client than otherwise would be the case, this making easier the transition from the sheltered and often overprotected environment of the residential school to living in a hearing society. It also enables the counselor to begin his work when the individual's patterns of reaction are less fixed and therefore, more amenable to suggestion and example. When working with deaf persons, counseling and guidance are necessary over a long period of time, and every resource must be used to instill into them certain abilities and patterns of thinking that are paramount to their adjustment to living and to working in a normal society. There are a number of factors affecting this phase of the program and probably the greatest are those of teacher and family influences. In order to elimi-

nate, as much as possible, the personal problems that the deaf have, the approach to this problem must be made as early as possible and the outcome may, in a number of years, affect the total deaf population. The faculty's acceptance of their responsibilities for the education of the deaf boy and girl along these lines is necessary for the successful growth of the program. The home environment of the child and the family's attitude toward their responsibilities to the child are positive factors in the normal growth of the deaf child and in the eventual outcome of the program. The acceptance or rejection by parents of the child has a definite effect upon his behavior patterns and his ability to make a normal adjustment to school and later to society. The problem is basically a larger one than can be handled by a counselor in post-school years, and it is hardly likely that a counselor will ever be able to develop attitudes necessary to permanent satisfactory adjustment if such an adjustment is attempted after completion of school.

The importance of an extended program of guidance and counseling to the mentally retarded deaf clients is clearly apparent. The earlier the formation of acceptable habits are associated with employment situations, the better. The mentally gifted deaf person, like the retarded client, receives equal benefits from the program and will be assisted in reaching the level that seems best in light of his capabilities. Again, let us emphasize that the vocational plan must be developed for the individual in order that he may be provided with training and experiences necessary to his best adjustment.

Not all of our plans are directed for immediate job training or placement in employment. For example, it is quite possible that one may have a person for whom college training may be planned and, at the same time, it may be felt necessary that he learn how to work in industry. Living in the sheltered environment of a residential school and the family, and in all probability, pursuing a rigid academic schedule, the student has not had the same opportunity to shape his destiny as has a hearing person his age. He has not learned the meaning of responsibility without exacting supervision or the necessity for independent thinking. The experience of living within a fixed income, of getting a definite work schedule, of associating with hearing employees in the fulfillment of duties are foreign to him. These and the many other varied experiences gained from employment prior to entrance into college are valuable assets to the deaf student. Whereas, in the residential school the student follows a schedule of well-budgeted time and lives under extremely close supervision, such is not the case when he enrolls in college. There the student is left, to a large degree, to follow a course designed to develop independence of action and thought. Many are the responsibilities assigned to him that were never thought about in high-school days. The knowledge that is gained through work experiences prior to entrance to college helps to develop the student's ability to think for himself and to assume responsibilities placed upon him. Such has been the case with six deaf students who are now attending Gallaudet College. They have worked for some time under supervised employment in order to learn to adjust themselves to work conditions prior to entering college. The experiences learned under these conditions have helped to make them more mature college students with the result that they found the adjustment to college life much easier.

The advantages of part-time supervised employment prior to graduation from school are apparent. Since the school, because of limited funds, space, and personnel, can offer but a small number of vocations, the vocational rehabilitation program is in a position to supplement the school program and offer the deaf student a larger field from which to select a trade. Because the deaf usually earn their living from jobs in the various crafts, the more a student knows about occupations, the better able he will be to select his life's work. Then, too, there seems to be a close relationship between his knowledge of various jobs and his advancement in the academic department at school.

Language has always been a terrific problem for the deaf and severely hard of hearing, and this is certainly true in their attempts to get and hold a suitable job. The inability to read and properly interpret instructions, applications, safety regulations, and shop language has cost many of the deaf good positions and advancement on the job. The shop language of the various jobs is taught by the academic teachers as well as by the teachers in the various vocational departments. Problems with which these students are confronted in their daily work activities are brought before the entire class from which all receive definite benefits. When a student has studied these actual work problems over a period of several years, prior to graduation, he is certainly more fully capable of making a suitable adjustment to employment and to living in society.

Another feature of the program which has proven beneficial, is the development of proper attitudes among the deaf students in specialized schools for the deaf. It becomes very easy for the students to develop wrong impressions which, if not corrected early, will be carried over into adult life with corresponding maladjustments. In the school system of this type, students are so accustomed to following the leadership of the teachers, principal and supervisors that they easily develop a tendency toward overdependency. In the past, they have not had the opportunity to learn from experience to become independent and found it most difficult in post-school years to make decisions for themselves. With the counselor directing the gradual transition from the school to supervised employment, the student has a better opportunity to learn to become an independent thinker and to develop the ability to make personal decisions.

Another forward step in the program has been to teach the student the meaning of stability and dependability. Because of a combination of many problems many of the deaf have left a record of instability and shiftlessness. For the smallest pretext, they have been known to leave a job without advising their employer or without making any definite plans for the future. This has often caused hardships on the deaf and has alienated many former employers of the deaf. When the younger group start on their first employment experience, they are well versed in the need of staying on the job, following orders and instructions of the foremen, cooperating with fellow employees and on consulting with the counselor should misunderstandings develop. Especially are they taught never to leave a job without first consulting the counselor. The results have been very gratifying. The number of instances where they leave their employment without first consulting the counselor or notifying the employer is gradually declining. They have learned that the counselor is available to help solve their employment problems when pos-

sible and they are taking advantage of this service. Furthermore, the counselor has developed very good relationships with the large number of employers who hire deaf employees and they feel free to call on the counselor when his services are needed. Because of this relationship, the counselor has often been able to either save a job for a deaf person or assist in his promotion on the job. It is logical to believe that this constructive influence will have a positive effect on the adult deaf population.

Individuals differ from each other in their natural endowments and in the development of their inborn potentialities through contacts with various environmental factors. Certain differences may be obvious between the robust and weak, the feeble-minded and superior mentality, the fickle and poised, the submissive and dominant, the awkward and dexterous, but some objective means are needed in checking up on various potentialities in individuals before we form opinions and prognoses relative to vocational planning. The person's best potentialities should be known and the least promising detected before wise counseling is possible. Testing used along with interviews and the case history of an individual is a valuable means of cutting down possibilities of errors and failures in placements and training services.

Older persons with a long satisfactory work history who can continue to work in the same family of occupations would need no testing, but for others, especially the aurally disabled, testing would be a helpful aid to making vocational diagnosis. For the past 5 years a planned psychological testing program has been conducted at the Louisiana State School for the Deaf under a competent psychologist with most gratifying results. These tests are essential tools that are used by the vocational counselor in the development of vocational plans for the students.

Preparing our aurally handicapped youth today, in order that they may assume their place in an adult society tomorrow, is the task with which the counselor for the deaf is faced. In working toward this objective, we follow the premise that the rehabilitation of the deaf and the severely hard of hearing parallels the same pattern as that for any other type of disability, in that assets and liabilities must be found, evaluated, and used as the basis for planning. We have acquired a considerable knowledge of the extent of their liabilities but without a well-organized program to evaluate and integrate and control the major problems of the deaf, an essential service was lacking. We believe that the program, as it is functioning in Louisiana, is a step forward. The deaf are looking for leadership. We have accepted their challenge. With their help and with the cooperation of the school, industry, and a sympathetic public, we cannot fail.

GUIDANCE

(RICHARD M. PHILLIPS, specialist for the deaf and hard of hearing, Division of Vocational Rehabilitation, Indianapolis, Ind.)

The purposes of a guidance program are as necessary in a school for the deaf as in any school, and possibly far more important to the deaf child who in many ways is unable to get the generalized information available to the hearing child in his daily living. The adequate guidance program should, then, cover nearly every moment of the daily

life of the residential or day school child. This paper is, however, limited to the vocational aspects of the guidance program because of the nature of the group to which it is presented.

PURPOSE

Vocational guidance should aim at enabling all of the children in a school to come as close as is possible to an ideal job situation. That this ideal situation is not often attained we will recognize, but something that is pleasing to the person, something that he can do well and that will enable him to maintain a reasonable standard of living will be a happy solution to the vocational problems of the deaf child.

In general the guidance program should try to keep the following points or objectives in mind. The child should be properly adjusted to his hearing handicap and understand as fully as he is capable of understanding, the limitations brought about by this handicap. And, at the same time, he must be given a good balance of understanding in the ways in which his lack of hearing is not a handicap to him. All too often we hear the story of a deaf person who blames his wages, his job, the attitude of his fellow workers, and many other things upon his hearing loss. This is true in all too many instances, but it is far outweighed by the fact that it is these very persons, who do not have a full understanding of the limitations of their own abilities, who are expecting too much of the other fellow, who are overly suspicious and often just plain bullheaded. The proportion of deaf people who have these characteristics may be higher than that of the general population and this comes as a direct result of their inability to hear and know what is going on around them. The obvious time to correct these thought patterns is while the person is still in school and not after he is mature when change is difficult. Characteristics of temper, stubbornness, and inability or refusal to follow instruction are displayed by the person while still in school and should be carefully noted and all possible effort made to remove or reduce these traits.

Strong and weak points of the individual can be estimated to a good extent by the use of tests and anecdotal records. Tests of manual dexterity, mechanical aptitude and various other factors that are important in attaining vocational proficiency are more valid for use with the deaf than the tests of mental capacity and other more abstract things, hence they will be of value in the guidance program. Comparison can be made over a period of years to show the growth and understanding of the child and this will be of more help to him and his counselor than his own comparison with national norms. Careful selection of tests and careful explanation of the meaning of the results will be of great help in giving the individual a better understanding of his vocational potentialities.

Most schools for the deaf cannot offer a wide range of vocational subjects. The emphasis must be placed on all around development of the general skills of the child with the specific skills of the trade secondary. The deaf boy who has the interests, abilities and aptitude for linotype operation will be able to secure good foundation training in a print shop. The boy who has the interests and abilities that would lead him to watch repair will not directly benefit from print shop training but he will be able to accumulate good finger skills and good work habits and many other less tangible things. The print shop in-

structor who can utilize this boy's skills in the repair of a machine or in set-up work requiring great care to details and accuracy is building a good foundation for this boy to draw upon when he enters the field of watch repair. The guidance worker should keep such things in mind and strive to acquaint every boy and girl with as many different skills as is possible and then utilize information as to the extent of these skills and abilities in assisting the child to select a reasonably accurate vocational goal. A goal that he can achieve, that will fit in with his interests and abilities and the home community. All possible job information should be given each individual in the school.

Investigation has brought out the major job fields of the deaf. And, while we do not like to say that the deaf are limited to any certain job fields, the preponderance of the deaf in certain fields should be recognized as indicating that there is more likelihood of success in these lines. This information is of value to the average individual in preventing him from becoming tangled up in wild flights of imagination. Because of the limitations of language and reading ability the average deaf boy and girl should not be allowed to roam unguided through job information literature. His sampling should be as wide as he pleases but it should be directed to the extent that he will remain within his abilities.

The guidance program should not be designed to stop upon the day the child leaves school. The opportunities for continued vocational training, especially under the sponsorship of Vocational Rehabilitation should be well understood and possibly planned upon in advance. The need for further training in almost any field should be recognized and the sources of this training given as a part of the general information that is part of the guidance program.

PERSONNEL

No matter how elaborate or well planned a guidance program may be, the results will largely depend upon the person who carries out the program. There must exist between this person and the student being helped a feeling of rapport. There should be no tension or feeling of suspicion on the part of the student being helped. There must be genuine interest and desire to help upon the part of the counselor as well as a lot of practical job information. This rapport is something that will depend largely upon the personality of the counselor, and it will depend to a great extent upon the ease of communication and exchange of ideas between the two persons concerned. If the counselor is a person who is best able to express himself in signs and understands ideas best when given him through signs, then this should be the medium of conversation. (The counseling interview is no time for bringing into play any theoretical ideology of how a deaf child should communicate.) If the child best expresses himself and his feelings by speech, this should be the medium whenever possible.

The guidance program should be in the hands of a person on a school's faculty who has the qualities necessary for establishing the proper rapport and who is capable of meeting the requirements of a good counselor. This person, if a shop or classroom teacher, should be given a reduced teaching load in order that he may have time for the necessary individual interviews, the proper recording of data and securing of information. In general this person should not be the

dean of boys or a person charged with supervision of the dormitories. The need for disciplinary measures will interfere with the establishment of proper rapport in many cases, especially those of problem children. However, the dean can be an invaluable person to the guidance program in many ways and should have a part in formulating the guidance program.

The vocational shop teacher should be considered the basic unit in the guidance program. He should at all times be guidance minded. The classroom teacher is expected to be concerned with the learning of subject matter and should strive in addition to inject as much vocational and social guidance as is possible. But the teacher of vocations is the person who is concerned with the vocational outcomes of his teaching, and the possibilities inherent in his position are vastly greater than those of the classroom teacher. His are the opportunities to point out the connection between shop skills and job skills, shop requirements in regard to accuracy and the accuracy required on a job, the value of exactly following instructions, the need to be on time and to work fast and the many things that add up to make a good desirable and skilled employee. The shop environment is the closest possible approach the school can offer to actual working conditions, full advantage of this should be made at all times. The instructor should consider it his duty to utilize every instance to impart job information and other information that will make his pupils better workmen. He is also far better able to assist a boy in understanding himself and making a wise choice of vocations than is some person who sees the boy or girl only in an academic classroom or from the principal's office.

THE PROGRAM PLAN

There is no set plan for a guidance program. Each school will have to build a program from the things that are available and that can in time be made available. There is some guidance being done in every school. This should be increased and changed into as close an approach as is possible to a full program. The basic elements of the program should provide for means of giving the pupil an adequate amount of self-information. By means of tests and instructor judgment the pupil can be shown his strong and weak points. The program should provide for an adequate record system for compilation of all pertinent information about each pupil. His health record, attendance record, ability to speak and read lips, his finger dexterity, his reading and writing ability, and many other little things will give a fuller insight to the pupil for the information of the counselor and the information of future employers who will inquire about the school record of a prospective employee. Provision must be made for adequate interview time. Both for prearranged interviews and spontaneous interviews that arise from a current problem in the mind of the student or his instructor. The heart of the counseling process will be the interview which must be private and in a comfortable place. Job information must be available to the student at all times when he is apt to want such information. Assistance in the use of this information should be available when desired. A systematic program of giving instruction in the many characteristics of a desirable employee should be planned. This is in addition to such information

given at favorable times, during the shop period by the instructor. Job placement is a responsibility of the guidance program, except where it may be delegated to other agencies. When this assistance is delegated to another group there should be close cooperation to assure the greatest benefit for the student. And, finally, the guidance program should provide for follow-up that will bring out the effectiveness of the program and suggestions for improvement.

JOINT EFFORTS IN VOCATIONAL GUIDANCE OF THE DEAF

(BOYCE R. WILLIAMS, consultant, deaf and hard of hearing, Office of Vocational Rehabilitation, FSA, Washington, D. C.)

I am very glad indeed that the kind invitation to talk about guidance arose from the vocational section. Limitation of the scope of this paper to vocational guidance was immediately in order. And for that I am very grateful as you shall learn.

Certainly few functions in current professional practice have gained such universal acceptance, while immersed in an aura of hazy comprehension, as has guidance. I've never heard any one say that we have too much guidance. In fact, a common answer to a difficult problem in human relationships is that more guidance is needed. Many of our coworkers deplore a supposedly low quality of guidance in our schools for the deaf. However, when one presses for details, for precise examples, for suggestions, the answers too frequently are more germane to areas other than guidance.

The wide acceptance of guidance is undoubtedly due more to its traditionally positive connotation in our educational literature and to our practically unanimous desire to lend the helping hand that the word implies than to our sharp comprehension of what it is. Perhaps we need not be abashed by this fact. Myers¹ in discussing the ramifications of guidance cites the disagreements of recognized authorities and, in turn, disagrees in some measure with their definitions. All agree upon three of the divisions of guidance—educational, vocational, and recreational. However, from that point each has additional divisions ranging from one more to seven more. Others have spoken of 17 different kinds of guidance and, in a less serious vein, about 57 varieties of it.

Myers,² in pointing up the need for focusing attention upon vocational guidance as something different from other worthy school activities that are labeled guidance, lists confusing tendencies that retard progress in vocational guidance. I cite them as illustrative of common misconceptions:

1. To use the term "guidance" as synonymous with "organized education."
2. To think of guidance in terms of individualized teaching.
3. To treat guidance as synonymous with pupil personnel work.
4. To look upon guidance as consisting chiefly of mental hygiene.

All of us have probably harbored one or all of these four misconceptions at one time or another. Most of us still find it difficult to explain the differences.

¹ George E. Myers, *Principles and Techniques of Vocational Guidance*, pp 13-15, New York, McGraw-Hill Book Co., Inc., 1941.

² *Ibid.*, p. v.

With all this evidence of authoritative differences and common misunderstandings, is it any wonder that I am glad that both my work and this group call for a discussion of vocational guidance only?

The logical point of departure seems to be as precise a defining statement as is available. The National Vocational Guidance Association in 1937 defined vocational guidance thus:

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for, enter upon, and progress in it.

The definition of a technical term that has been developed and accepted by the professional organization of practitioners in that field is apparently not debatable. We may find excellent food for thought in analyzing it.

First, however, a brief summary of the several circumstances of those to whom you would extend vocational guidance and of the environment in which the process would be undertaken by you as school people seems indicated in order to create the proper setting for the analysis.

In addition to the common factor of deafness, the recipients of your vocational guidance efforts have other similar characteristics which are important considerations for our analysis. They are, relatively speaking, immature people in the sense that they are adolescents. The physical ages of the majority of those about whom you are thinking in terms of vocational guidance probably range from the early to the late teens. In knowledge or mental development, as determined by achievement tests, they are several years behind standards for society in general. As teen-agers, they are on the average emotionally immature. With large spans of their learning years spent in the relatively cloistered environs of the residential school and because of their age, they are probably somewhat immature socially, that is in knowledge of accepted social conduct. Hence, by age and by mental, emotional, and social development, you are actively working with immature persons.

The environment in which you would extend vocational guidance to immature deaf persons also has important considerations for our analysis. We must bear in mind that, despite the common characteristics of deafness and immaturity, the persons with whom we are concerned run the gamut of individual differences and are atypical but normal. You have your brilliant students and your dullards, the remarkably dexterous and the clumsy, and so on, probably in the same or nearly the same proportions as in the general population. In other words, we find a cross section of humanity within the limited environment of our typical elementary schools. Opportunity for individual development is frequently geared to school offerings rather than the much broader educational experience of a whole community.

With this reasonably approximate orientation to the people with whom you work and to the place in which you do it, we may proceed to the analysis of our afore-stated definition of vocational guidance.

The four functions of the process of vocational guidance are assisting the individual to choose a suitable occupation, to prepare for the chosen occupation, to get a job in the chosen occupation, and assisting him to advance in his chosen field of work. Surely, this is a large and long-standing order. It is immediately apparent that this

process of vocational guidance is not solely a school function. As previously pointed out, the immaturity of your students and the limitations of your offerings in terms of the wide range of both individual potential and employment opportunities clearly call for a much richer approach than the school alone can undertake.

The choice of an occupation points irrevocably to the time when certain things should be done. For some, the time of decisions may fall within later school years, when the individuals are subject to your vocational guidance efforts. For most, however, the critical choice may not be made until several years later. In fact there may be a succession of decisions, people and circumstances change. The process of assisting them to make a choice should produce better choices. However, choice in itself involves a long-time approach, subject to many or few changes of directions, and depending upon both external circumstances and internal developments.

Preparation for the chosen occupation is an extraordinarily difficult undertaking for the unsponsored deaf person who has made his occupational choice in post-school life. This is true despite the excellent foundation of basic and transferrable skills and knowledges that he has undoubtedly acquired in school years.

Entering upon the chosen occupation has frequently proved difficult for a deaf person alone. The cumulative effects of wise choice and successful preparation have been the key for some. For the majority, however, entrance has been conditioned more by the existence of any job that pays well rather than by careful choice, preparation, and entrance.

Progress in the chosen occupation may be due in large part to the unorganized vocational guidance that goes on in our lives all of the time. Self-criticism, continued study, search for opportunity, and so on, are examples. However, it is axiomatic that organized vocational guidance will promote progress in the chosen occupation more effectively, especially for a deaf person who may have limited experience and resources.

Even this cursory breakdown of the definition of vocational guidance points up the fallacy in regarding this process as a school prerogative. Vocational guidance is a long-continuing process which by its nature, cannot be completed in school. The person must leave school, find proper employment, and make satisfactory progress. Accordingly, the final link in the chain of vocational guidance for deaf people may now be forged. It is by reason and must be by choice a joint undertaking of school and rehabilitation people. There is no apparent need to detail to this informed group the importance of an unbroken service.

Some thinking about the actual operation of the vocational guidance process may be helpful. Recognition of the two sets of differences that Myers³ points out as essential to proper interpretation of the definition is necessary. These are the great differences between individuals and the great differences in occupational requirements and opportunities. Assisting the individual to mesh these tremendously complex variables properly for his own best interests in indeed much more than a casual undertaking. Adding the ingredients of immature

³ Ibid., pp. 4-5.

personality characteristics and limited immediate environment sharply emphasizes the need for continuity in the process. Choice, preparation, entrance, and progress are clearly long-range dynamic functions that move with individual growth and opportunity.

Some of your students may be sufficiently mature in later school years so that you alone can assist them to make a wise choice of occupation, prepare themselves, and enter upon it. You may even be able to provide all necessary assistance in progress in that occupation. However, I believe that you will agree with me that more frequently your students depart as immature persons who take the first available job in which they can perform adequately. The very fact of their immaturity probably precludes a different course of action. Somewhere along the line many of them will develop strong interests in specific occupations and they may also have matured physically, mentally, socially, and emotionally in the meantime. How fortunate are those who have had the benefit of unbroken vocational guidance from early school days until the crystallization and realization of their interests. They have at hand an experienced school counselor and a rehabilitation counselor who is well versed in their individual problems through his close association with the school. Continuous expert assistance in helping these individuals to choose, prepare for, enter upon, and progress in an occupation is indescribably superior to the hit and miss experience where the school and rehabilitation agency have only a casual relationship rather than a well-articulated, effective joint effort.

I recognize that joint efforts in vocational guidance require mutual acceptance and contribution by the school and by rehabilitation. In some of our States we find the ideal situation existing whereby the rehabilitation counselor has his headquarters right in the school or is a frequent visitor. The advantages with respect to continuity in vocational guidance should be clear. In other States, I regret to say, working relationships are not well developed. One cannot ignore these negative situations if he has the interests of deaf people at heart. The responsibility is mutual. Rehabilitation workers must periodically visit the school with a frequency necessary to insure meaningful continuity in the vocational guidance process. School people must encourage them to do so while providing necessary information about the needs of specific individuals and interpretations of technical data that can be properly evaluated only by one who has a rich knowledge about the deaf.

PROFESSIONAL TRAINING AND CERTIFICATION OF VOCATIONAL TEACHERS

(W. LLOYD GRAUNKE, supervising teacher, acoustic department, Illinois School)

For many, many years in the early history of the education of the deaf in the United States, vocational or trade training was an important and unique feature of the programs offered by the various residential schools. As a matter of fact, schools for the deaf pioneered in this area of public education. Schools for hearing children began to adopt similar programs and eventually extended the area to its present status of major importance in the curriculum of the average public school.

Schools for the deaf, for the most part, still maintain programs of vocational training or industrial arts for both girls and boys. The place of these programs in the curriculum of many of our schools, however, is not that of a major area of educational activity, even though publicity releases, letterheads, and biennial reports boldly acclaim such a status.

Right here, I wish to define my use of the term "vocational" in this paper. To avoid repetition of the longer and somewhat controversial term "industrial arts and vocational education" I shall refer to all those activities as being "vocational" which are specifically designated in the school program as training for an occupation which the student may pursue as a principal means of livelihood upon leaving school.

The mere existence of shops where trade or vocational activity may be seen or where boys and girls are used for cheap labor in the production of food, materials, or services required in a residential school, does not constitute an educational program in the vocational area. Most of the country school children and other visiting groups who are shown through our shops may be naive enough to accept what they see as vocational education. But to the trained educator and to our State departments of vocational education most of our programs would fall miserably low if properly evaluated.

If this is true, how can the situation be corrected? There is no single answer. Probably there are as many answers as there are schools for the deaf. However, I feel very strongly that the first step toward the answer in our schools is for all concerned to face the problem honestly. First of all, the administration of the school must sincerely and honestly appraise the goals of the vocational program in that particular school.

Goals for the program should be clearly defined. Does the school wish to have a program of vocational training wherein a pupil is given the opportunity to develop his ideas, work attitudes, skills, and so forth to the fullest extent? Will he be given the opportunity to develop his ideas, work attitudes, skills, and so forth to the fullest extent? Will he be given the opportunity to explore the broad field of vocational activity available to young deaf graduates of the school? Will he be counseled in making selections of possible careers to follow? Is the school to have a strictly vocational program or is it to have an industrial arts type of program or both? There is quite a difference in the goals of the two types of programs. The important thing at this stage is for the administrator to seek counsel of trained people in fields of industrial arts and vocational education. His own State department of education will be happy to furnish that expert counseling providing that he seeks their help. They will not move into his school and take over his program. You may be assured, they have enough to do with the schools for the hearing. The United States Office of Education will also furnish advice and materials for studying the program.

Once the goals of the program have been clearly defined, the pursuit of these goals is the real job. This involves the task of organization and administration. The relationship of this program to the general educational program of the school must be defined. The broad problems of scheduling, financing, and staffing of the program must be

thoroughly studied. A qualified person must then be designated to administer the program. In my judgment, it is not possible for the superintendent of the average school for the deaf to be responsible for the detailed administration required of a good vocational or industrial arts program. It should be handled by someone with a thorough knowledge of the principles and practices of modern vocational and industrial arts education. This person should also have close, day by day, contact with the program. He should be thoroughly familiar with the goals outlined for the program and should be in agreement with those goals.

You may say that what I have said up to this point has been directed toward school administrators and that it does not pertain to my topic, which is "Professional training of vocational teachers." However, before any school can embark upon a program of professionalizing its vocational teachers, the program of the school should be examined to determine whether it is of such a caliber as to demand as instructors, persons with knowledge and skills in the principles and practices of teaching, and other subjects related to the job of teaching young deaf people. If the program is worthy of the services of professional people, then, by all means, such person should be the first concern when an administrator is in search of candidates to fill teaching positions in his vocational department. And he must be willing and ready to pay for those services. When the lifetime careers of young deaf people are at stake, there should be no compromise of professional qualifications for budgetary advantage. I am sure that my good friend, Boyce Williams, and others who have ever worked for Vocational Rehabilitation can give strong testimony to this fact. We would not now have the large number of placement and training problems among the adult deaf if they had been given the guidance and counsel of good vocational teachers who had acquired wisdom and understanding of those problems through study and experience in addition to the necessary skills of their particular area of activity.

So then, let us proceed to analyzing the need for professional training of vocational teachers. First of all, what is meant by "professional training"? For the purposes of this paper, professional training is that training which is ordinarily offered by colleges, universities, and technical colleges in preparing an individual for teaching (as in this case, vocational subjects) in elementary or secondary schools or schools for the deaf. By "vocational teachers" is meant those persons assigned to the job of teaching a given subject in the vocational program of the school.

Why is professional training desirable? In attempting to analyze the problem I have listed seven reasons which I consider pertinent. There are many others, but I feel that these will suffice to arouse your thinking on the subject.

1. To learn the most about your subject area in the most efficient manner

I am sure that most of you had several years of experience in your particular subject before you attempted to teach it. However, have you ever felt that there was much that you did not know about your specialty? Moreover, has it ever occurred to you that there is much to be learned about teaching your specialty? Since the industrial revolution the various processes and activities involved in producing

either goods or services have become so extremely complex that, in order to efficiently cover them all, it has become necessary for persons to "specialize" in a number of related activities involved in what formerly was considered a specialty in itself. Consider for instance, the printer's trade. In the days of Ben Franklin, all "modern" printers were letterpress men using the movable type and hand presses of that day and age. Now the letterpress printer in many instances will not even speak to a lithographer. Yet both are engaged in important phases of the graphic arts. How, then, can the modern teacher of the graphic arts impart to his pupils the knowledge of that vast area of vocational activity? Is it possible for him to work personally through the evolution from simple letterpress to the highly complicated modern processes of the graphic arts? Certainly not, yet there are those who feel that trade experience is the only way to learn an area of work. Here is a copy of a letter received during the course of our survey.

DEAR MR. —: I feel from my experience of many years, with college men working side by side that they have no practical knowledge of my trade, only have some little knowledge of book work. I served 4 years (10 hours a day in machine shop) and got diploma. I helped teach young men in Norfolk Navy Yard during First World War. I have given practical training to many college men. I have studied hundreds of shop books and applied the knowledge to my trade in a practical way. Now I have been in machine shop 37 years I don't think this is worth my time and money.

I have high school diploma plus many years of books learning at home and in shop.

At the pace advocated by this type of attitude, we would be preparing to fight the Russians with Revolutionary War cannon and muskets turned out by blacksmiths rather than with jet aircraft, rockets, and proximity fuzes designed and produced by scientists. How are such tremendous technical strides brought about? By individuals who have studied the history of their specialty, carried out research on new developments, and perfected productive techniques for putting this knowledge into existence as tangible products. By studying the heritage of the past, relating it to present practice, and applying both to research, the horizons of the future are broadened for more people than ever before.

As far as I am concerned, the old argument of trade experience versus professional study plus experience resolves itself to this: Do we want our childrent taught by "blacksmiths" in the art of teaching or by "scientists" in the complicated process called education? This does not mean that the vocational teacher may be deficient as a mechanic in the skills of his subject. Quite the contrary, he should have the quality of being a better than average mechanic. However, he must be first and foremost a teacher. There can be a vast difference between an artisan in a trade and a teacher of that trade. The latter should possess the ability to promote within his student the greatest possible development in the areas of his interest and abilities.

2. To learn the relationships of your area to the whole vocational and general educational program

One of the most general of human frailties is that of the lack of appreciation of those values and interests which are outside our own sphere of activity. How often have you heard that so-and-so in the other shop claims his work is the most important in the vocational

program. Or does this sound familiar: "Those academic teachers seem to think their work is more important than the vocational program."

Each teacher, regardless of where his area lies, must have an appreciation of the relationship of his activity to the whole educational program. Only in this way can he get a proper perspective of the educative process as it functions within the student with whose education he is charged.

3. To understand the goals of the whole program

If the goals for the vocational program have been defined by the administration, it should be a part of the preparation of a teacher in that program to understand those goals. Unless he has a background of studies such as educational psychology or philosophy of practical arts and vocational education he will not be able to understand and interpret those goals. Therefore, the teaching in his area will not be as effective toward the goals.

4. To learn those teaching skills and methods which have proved most effective in the area of your subject

It would be impossible for a person to gain through experience alone the knowledge of the vast accumulation of skills and methods of teaching in a given area. To do that, one would have had to have been in contact with a host of skilled teachers in that area over the past 50 to 75 years in which vocational education has been developing. However, through the medium of the writings of these people, we are able to learn from them. Then by studying the methods of a number of such skilled teachers we are able to evaluate the methods and apply the best factors to our own work.

5. To learn to understand the educative processes involved in the learning situation

Frequently a teacher becomes frustrated in his or her effort to put across to a student a certain part of the work. I am sure you have all had such problems as I have. However, if we thoroughly understood the learning process as it was functioning in that student and if we understood his limitations, we might better be able to bring about his understanding of the problem. The only way to achieve that understanding, obviously, is through a study of the learning process.

6. To better understand each of your students: his aptitudes and abilities, his weaknesses, his personal goals in life, and how you can best help him to meet his many problems

Obviously, you can do a much better job of helping and teaching Johnny Jones if you know something about the boy, his background, limitations, strong points and ambitions. And many more of his attributes can very largely be determined through your knowledge and understanding of the techniques of guidance. The teacher of a given child is probably the best medium for counseling and guidance activities. However, the teacher cannot be as effective if he or she is ignorant of the function of guidance and of the various activities and services of a guidance program. For this reason, I would strongly recommend the study of guidance in professional training of any teacher, academic or vocational.

7. *To properly evaluate your own program and the work of your students*

Unless one is able to look back and see with some perspective what has been done in his program he is not likely to be able to make effective recommendations for improvements. Here again, the teacher must evaluate his program under the measuring stick of the goals of the program. He must also be able to judge objectively the work of students. Only by having an adequate background of training plus experience can anyone classified as a teacher make that evaluation.

THE SURVEY

What is the general status of professional training in our schools for the deaf? To get a general picture of that situation, the members of the committee on professional training: Alfred Bossarte, of Illinois, and Harold Domich, of Missouri, and I drew up the questionnaire with which many of you are now familiar. (Pass out questionnaire.) May I say here that if you would like to have a few hours of really humorous occupation, just write up a questionnaire, send it out and when the replies come back to you, sit down and enjoy what you see. If you ever thought that you had the ability to write the English language so that the other fellow would know exactly what you meant and would carry out your instructions, I recommend that you plan and execute a survey by mailed questionnaire. Mr. Bossarte and I had many a laugh as we tabulated the results.

If you will follow with me on the blanks which you have before you, I will give you the results of the survey. I might add that we sent out some 300 blanks and received 203 back. Almost two-thirds returned is not a bad response.

QUESTIONNAIRE

VOCATIONAL ASSOCIATION OF THE DEAF

FRED L. SPARKS, Jr., president

DEAR COLLEAGUE: The committee for teacher training of the Vocational Association of the Deaf is seeking to determine the extent of the desire and need for programs of professional training for vocational teachers in schools for the deaf.

Your cooperation in answering the questions on the enclosed questionnaire and returning it promptly will assist us in helping you to improve your teaching program and your position as a vocational teacher.

Please answer and return promptly to:

W. LLOYD GRAUNKE,
Chairman, VAD Teacher Training Committee,
Illinois School for the Deaf,
Jacksonville, Ill.

Very truly yours,

Committee associates:

HAROLD J. DOMICH, *Missouri School*.
ALFRED C. BOSSARTE, *Illinois School*.

COMMITTEE ON TEACHER TRAINING

SURVEY QUESTIONNAIRE

In many schools, appointments to positions are directly dependent upon professional training and experience in the appropriate vocational area. Salary increases and other benefits are also frequently

dependent upon continuing that professional training to meet certain requirements.

Your answers to these questions may help this committee to make additional professional training more readily available to you. We hope this will be of considerable benefit to you.

I. GENERAL INFORMATION

1. Name _____ School _____
2. What vocational subject do you teach? _____
3. How many years have you taught this subject? (X below)
 - 51 ☐ Less than 5 years.
 - 51 ☐ 5 to 10 years.
 - 85 ☐ More than 10 years.
4. Indicate below appropriate figures for your preparation to teach this subject.

Years of trade or vocational school training beyond high school	0-2	3-4		
or school for the deaf.	26	30		
Years of college training (general teacher training or other).	0-2	3-4		
	23	57		
Years of college training (vocational teachers training).	0-2	3-4		
	33	20		
Years of actual work experience in the field	0-1	2-5	6-10	over 10
of your subject.	3	31	24	88
Total semester hours (college or trade	0-30	31-60	61-90	91-120
school) if less than degree or diploma.	18	4	3	5
- Other preparation (please specify): _____

II. PROFESSIONAL TRAINING PROGRAMS

(Please answer "Yes" or "No")

- | | Yes | No |
|---|-----|----|
| 1. Are you interested in attending summer sessions at your state university or teachers colleges having suitable courses in vocational education? _____ | 103 | 48 |
| 2. Would you give one night per week, one semester per year to an extension or extramural course taught by a qualified instructor if given in your community? _____ | 142 | 24 |
| 3. Are you interested in working toward a degree? _____ | 69 | 68 |
| 4. What diploma or degree do you have? (X below) | | |
| 63 Elementary school. | | |
| 78 High school. | | |
| 76 School for the deaf. | | |
| 40 Gallaudet College. | | |
| 8 Gallaudet College Normal Department. | | |
| 58 College or university. | | |
| 30 Trade or industrial school. | | |
| 31 Other (please specify). | | |
| 5. No college training _____ | | 51 |
| 6. Other recommendations: _____ | | |

III. COURSES REQUESTED

Please check below those courses you would like to pursue. These course titles are typical of those offered in most colleges and universities in the area of general and vocational education:

- 16-14 General psychology
- 13-21 Psychology of learning
- 6-34 Principles of teaching
- 4-47 Principles of industrial arts and vocational education
- 5-36 Special methods courses (respective fields)
- 9-30 Organization of vocational home economics
- 8-31 Administration and supervision of industrial education
- 3-51 Visual aids in education
- 22-12 Principles of home-making education
- 27-11 Principles and practices of guidance
- 69-1 Vocational guidance
- 29-10 Special problems in industrial education

- 34-7 Selection and organization of subject matter
 17-14 Philosophy of practical arts and vocational education
 67-2 Teaching of related subjects (shop arithmetic, shop language, etc.)
 17-15 Diversified occupations (part-time employment).

List any others in which you are interested. -----

Although these totals cannot be considered as being statistically valid, I feel that the results are a fairly good indication of the situation throughout the country. We did not hear from several of the larger schools. I hope that is not an indication of a lack of interest in the project.

There is some significance, I feel, to the fact that of this group of 200, roughly one-fourth or 51, of the vocational teachers indicated by their replies that they had no college training. This is not as high a percentage as I had expected.

The two areas of the questionnaire with which I am definitely interested, however, are questions 1, 2, and 3, of part II and part III. (Refer to Questionnaire Form.)

One hundred and three, or more than one-half of the people queried, were interested in attending summer sessions. One hundred forty-two were interested in attending extension or extramural courses offered in their own communities. Of these groups, 69 were interested in working toward a degree. To me this response is most gratifying.

In a breakdown of the courses requested in part III, they range in the following order of popularity—

1. Vocational guidance, 69.
2. Teaching of related subjects, 67.
3. Visual aids in education, 51.
4. Principles of industrial arts and vocational education, 47.
5. Special methods courses, 36.
6. (Tied). Principles of teaching, 34; selection and organization of subject matter, 34.
8. Administration and supervision of industrial education, 31.
9. Organization of vocational home economics, 30.
10. Special problems in industrial education, 29.
11. Principles and practices of guidance, 27.
12. Principles of homemaking education, 22.
13. Psychology of learning, 21.
14. (Tied). Philosophy of practical arts and vocational education, 17; diversified occupations, 17.
16. General psychology, 14.

Other courses suggested were:

- Trade analysis
- Applied art
- Crafts
- Business principles
- Special education—Related to deaf
- Slow learners—Special methods
- Advanced courses in various trades

The problem of bringing together the courses and those who desire them is something that cannot be answered by a simple solution. It is complex but not insurmountable. The most important fact is that these people have the desire and ambition for professional improvement. The answer will depend upon how much they desire it.

My suggestion would be that those persons who desire to continue their training should organize their efforts. If there are several persons in a given school who plan to attend such courses, meet with your superintendent and enlist his help and influence in organizing courses.

Contracts could be made with your university or teachers colleges for many of these courses. If interpreters are required, usually there is no difficulty in arranging for a capable person for slight remuneration. In order to get a large enough group, I would suggest that you enlist the aid of the public schools by inviting their vocational or other teachers to join the project. Most of the subjects listed will have general interest and appeal.

The University of Illinois has been carrying on a plan of extra-mural courses. This is a plan whereby an instructor is sent out to a central community once a week for one semester. He conducts a course during the regular school year—for a 2-hour lecture each week. Students—mostly teachers—have literally flocked to these courses. They bear full college or university credit. The university library sends out the required reference material to the local library. The Illinois School has a group of deaf teachers who carry on a continuous program toward their master's degrees, attending these courses and a couple of summer sessions.

I feel that this type of plan is the most practical for those people who are already teaching. The important point I want to make is that if you want to make professional advancement, facilities can be made available. I am sure that your superintendent and principal or supervising teacher will be very happy to give you every bit of cooperation and help in this program.

If you are deaf and feel that this prevents you from attending courses primarily organized for hearing people, stop stalling. Look all around you and you will find those who refuse to use their deafness as an excuse. Rather, they accept it as a challenge and they attend such courses in spite of deafness. And quite consistently they come through with higher grades than the average of the hearing students.

If you feel your background is not good enough for you to enter college courses, I would say, first, go to the department heads of the courses which you wish to attend. You will probably be surprised at the wide latitude that exists in entrance requirements. You may not be able to get graduate credit but you will have your work recognized. Remember this, colleges and universities are organized to get people into their courses not to keep them out.

That reminds me of a story and with that I will close. It seems that a Methodist preacher was walking down the street one day and he came upon one of his flock whom he had not seen in church for quite some time. So he asked him why he had not been faithful in his attendance. The man replied in a haughty manner that he had stopped attending because the preacher had preached about nothing but sin Sunday after Sunday. He said that if the church was so full of sinners, he felt he had better not continue his attendance.

To this the preacher replied that since he felt that way he probably had better not attend any church. For they were established on the idea that all men were sinners and needed salvation. If he wanted to attend a church where there were no sinners he would probably have to wait until all hell freezes over.

PANEL DISCUSSION: SUCCESS IN LIFE, AND, WHAT OF THE END PRODUCT OF OUR SCHOOLS

THE CONDITIONS FOR SUCCESSFUL EMPLOYMENT

(BEN M. SCHOWE, labor economist, Firestone Tire & Rubber Co., Akron, Ohio)

The Committee on Industrial Practices was originally designed to bring together specialists in the employment of deaf workers and experienced instructors in the field of vocational training with a view to careful examination of all of the many questions of common interest. And the purpose, of course, was to clear the way, if possible, for the more advantageous employment of deaf workers themselves.

In the early stages, the area of investigation was visualized as a tortuous and rock-strewn chasm with trade training on one bank and employment opportunities on the other. Not the least of the questions before us was just why the chasm itself should appear to be so deep and so wide in the case of individual deaf workers.

The beautiful simplicity of this mental picture was shattered before we had gotten far along on the preliminary survey of the terrain. The preemployment bank of the chasm was not composed of straight trade training. There were several other important components and trade training was quite inseparable from the other elements. For certain purposes, it might be possible to isolate the several elements and examine trade training as an independent factor in the whole syndrome of the individual's equipment for getting and keeping a job. But in our case the central figure was not trade training, it was the deaf youth himself, and no such isolation of elements was possible. In the individual, all elements were locked together through the reaction of imponderable human attributes vaguely labeled "character" or "personality".

Working in the school shops helps to build character, stability and common sense. But this is only a limited view. We need to know something of playground and the domestic environment as a whole. And what of the contribution to character development from the classroom and the three R's?

Rapidly the complexities mounted. The opposite "employment" bank of our chasm began to show new colors and contours. Successful employment is not consummated simply by matching the listed specifications for a job with the qualifications of a man. There are techniques of counseling and placement which may spell the difference between success and failure—and with very little reference to the accuracy of the match or the effectiveness of the trade training that had gone before.

Employment officers of all description have definite responsibilities of their own. Even the best of trade training can be dissipated on the job if working conditions and the circumstances of employment put an unbearable strain upon it.

Finally, our concept of the whole region was considerably shaken up when we found that complaints about the work qualifications of deaf youths sounded much like the echoes of complaints about young men and women who have no trouble whatever with their hearing. Can it be that we are only deluding ourselves when we seek comfort

in the assumption that our problems are all quite different, and are therefore more difficult?

Facing up to realities, it was clear that our committee could not produce anything resembling an intensive study of the whole area with the time and the facilities available. The most that we could hope for was a breakdown of the subject into its elements, with some passing observations to mark distinguishing features. Such procedure should provide the framework for more intensive and determinative study of the elements one by one.

HISTORICAL BACKGROUND

The analogy of the chasm that bars the way to employment is becoming slightly shopworn, but it is convenient to refer to it occasionally.

To get this gap between learning and earning in true perspective, we need to know whether a barrier of this sort appears only in the experience of the deaf or is the common heritage of all beginners. Unquestionably, deafness introduces certain distinctive hazards and obstacles along the way. Nevertheless, we do not want to fall into the easy rut of charging off every hindrance to such a disability as deafness. If we take that easy route, we will soon be swamped in a morass of self-pity, with visions of prejudice and discrimination engulfing us on all sides.

What we need is an accurate evaluation of the difficulties the deaf must share with all beginners and a realistic appraisal of any special conditions imposed by deafness.

All of the evidence points conclusively to the belief that learning does not merge directly with earning in the normal scheme of things today. The late Elton Mayo explains this in terms of the social evolution introduced by modern industry.

Until the turn of the century, we had what Dr. Mayo called an established society. Transportation facilities were comparatively slow and uncertain. There were many small "handicraft" industries and none of the great concentrations of industry that tower so high on the employment horizon today.

It was the custom then to apprentice the boy to a trade at a very early age, 12 or 14 or even earlier, with the confident expectation that he was embarking on his life work. He might pass from apprentice to journeyman to master craftsman, and on to eventual retirement, all under one roof—or at least without changing his occupation, his employer, or leaving the town of his birth. The transportation facilities which have given "mobility" to labor and made it possible for great industrial empires to attract labor from great distances were still dreams of the future. So were many of the physico-chemical and technological advances which necessarily have a profound, but gradual and almost imperceptible, effect on our methods of production and our social organism.

To a large extent, learning and earning were merged in one continuous process in the old "established" society. There is no such merger for anyone, hearing or deaf, between the in-school training and the in-employment training which make two separate elements in our modern program of occupational training. It is important to understand just what has happened to us and make a clear distinction be-

tween the training processes in an "established" society of an earlier day and in our own industrial age.

In *Education for an Industrial Age*, Kahler and Hamburger enlarge upon the distinction between in-school and in-employment training in our modern program, and it appears that under no circumstances can in-school training be regarded as a proper substitute for the oldtime in-employment apprenticeship. In-school training, they say:

Tends to develop better integrated and broader programs than does in-employment training, but it still retains something of its prevocational character and provides operational skills only to the extent that facilitates later in-employment training but is in no way a substitute for it. * * * (Moreover), some vocational high schools may be more aptly called industrial; these center their teaching on the job families found in mass production industries and performed by operatives, rather than teaching the trades in the traditional sense.

Apparently, some of the procedures which hypercritical observers have deplored in our schools for the deaf are actually approved standard practice for vocational training in general. More significant, however, is the implication that in-school vocational training necessarily involves a break in the learning-earning process which is broadly comparable to the chasm which the deaf youth must cross.

Perhaps our chasm is wider and deeper, with bigger boulders tumbled about its floor. This is not immediately apparent, however. Elton Mayo found that the change from the continuous apprenticeship of an "established" society to the disjointed processes of our present industrial civilization is a distinct hazard to the social adjustment of all workmen.

In his book titled "The Social Problems of an Industrial Age," Dr. Mayo observes:

Thus, (in the old days) through the practice of his trade with the same group of persons, he learned to manipulate the objects with which he worked and to understand the ideas and attitudes of his companions. Both of these are of immense importance to successful living. Dr. Pierre Janet * * * has shown that sanity is an achievement and that the achievement implies for the individual a balanced relation between technical and social skills.

Little of the old establishment survives, according to Mayo. The emphasis today is on change and adaptability.

The whole conception of social organization and social discipline must be radically revised,
he said

and in this the so-called radicals are of small aid, being not radical but reactionary; they would require us to return to a form of social organization that has been made obsolete by technical advance.

There are reactionaries of this same kind among the critics of our schools for the deaf, urging us—in the name of progressive reform—to go back to outmoded methods of yesteryear. It cannot be done, however. The change is inherent in modern industry. There is no turning back and there is no standing still. The deaf must keep in step with all the rest of society.

This is not to say that all of our problems are identical with the problems of hearing workers. They aren't. There are distinctive differences at many points. We can understand just how distinctive they are, however, only if we are familiar also with the many points of resemblance.

It might be best to start with the idea that this is truly "one world," vocationally speaking, and proceed from that point to a study of individual differences, including individual differences which are peculiar to the deaf.

FUNCTION OF VOCATIONAL TRAINING

In the very nature of things, the processes of trade training and its specific function have been modified in some degree by the evolution from an "established" to an industrial society. There are still formal apprenticeships in some trades, but none for boys under 16 years of age, for example. And there are many other limitations, some of them written into law, which affect the scope and purposes of modern in-employment apprenticeships. In-school training, as we know it today, is not designed as a substitute for the old-time indentured apprenticeship of young boys. It has distinctive purposes of its own. It must be tailored to fit not only the modern type of apprenticeship but also the in-plant training program for the many specialized occupations in the mass production industries.

This in-plant training and the "vestibule schools" of modern industry loom large on the horizon today. This type of training varies widely for different occupations. It may take no more than a few minutes or hours. Or it may extend over a period of weeks and months. In any event, and for all kinds of wage-earning employment, the in-school training is designed, not as preparation for the job itself but as a means to facilitate the processes of the many different kinds of in-employment training. According to Kahler and Hamburger (*Education for an Industrial Age*, 1948):

* * * both in-school and in-employment training are necessary constituents of any adequate system of occupational training, and they should be well developed, carefully differentiated and intelligently coordinated, each institution having precedence in the sphere it serves best.

Marking off the boundaries between the two kinds of training, these same authorities observe:

Schools perform their most efficient service by teaching technical knowledge and basic skills, while in-employment training is best equipped to offer experience in special and advanced skills and to raise any skill to the level of professional speed and efficiency.

This division of function develops naturally out of the needs of modern society in the opinion of Messrs. Kahler and Hamburger. In order to have a broad basis for evaluation, they investigated occupational training processes in other countries and found that—

* * * The American educational system * * * differs from that of the Old World in scope, aim, and approach to an extent hardly comprehensible to a casual observer. Each system is adapted to the technological, social, and political conditions and aspirations of its own nation * * *.

Corroboration for this doctrine is found in the conclusion of Elton Mayo that—

* * * the emphasis (today) is on change and adaptability. * * * It is no longer possible for an industrial society to assume that technical processes of manufacture will exist unchanged for long in any type of work. On the contrary, every industry is seeking to change not only its methods but the very material it uses.

This devotion to change is a partial explanation of a further limitation on in-school training discussed by Kahler and Hamburger. It is the danger in "the premature imposition of a choice of vocation on 14-year-old children." Choosing a trade at 14, they might find their craft techniques outmoded at 21. Such a contingency did not need to be taken into consideration in the days of an "established" society.

The broad principles outlined above are not new, but there does seem to be some doubt and hesitancy in adopting them. While fundamental principles are in question, it is difficult to work out suitable techniques of instruction and details of procedure for the everyday operation of the school shops with a sure touch. There should be some advantage in bringing to bear the weight of authoritative opinion quoted above. It marks off well-defined boundaries and clarifies long-range objectives.

It does not, however, provide us with a specification sheet showing the amount and the type of training required for each occupation. There is wide variation in the requirements for the beginner in different trades and occupations. The end purpose of all vocational training programs is clear, nevertheless, in its broader aspects. The aim is to secure effective coordination with the in-employment training which serves as the introduction to all industrial employment, or nearly all.

THE ELEMENTS OF COORDINATION

"Coordination" is a high, wide, and indefinite term. If we are going to do anything with it, it will be necessary to break it down into pieces of manageable size and see if we can organize the several parts into anything resembling a coherent plan for action. As a starter, it seems convenient to split the subject down the middle and label the resultant halves "technical" and "social" types of coordination, just to try on these terms for size.

Technical coordination

In the skilled trades where there is a fairly well defined starting point for in-employment training, it is obviously necessary to effect a technical fit with the in-employment requirements. A linotypist, for example, must be able to operate at a certain rate of speed. In other lines where the preemployment requirements are less definite, a technical fit can be no better than a rough approximation. In these latter cases, the advantage of superior training lies in the fact that the trainee will have a wider range of choice in seeking employment, can expect to receive preference in employment because he is a better prospect, and will advance more rapidly through the "vestibule school" to a responsible job. Or, more important still, by virtue of his in-school training he may qualify for in-employment training on a job that requires more skill and commands better pay.

Thus, to a certain extent and particularly in the specialized occupations of the great mass-production industries, the technical coordination is actually effected in the employment office. Training, experience, and natural aptitudes are evaluated at the employment interview and an attempt is made to effect the appropriate fit with the job.

Nevertheless, the deaf youth making his start in life need not be thrown on the tender mercies of an employment manager without defi-

nite prospects or objectives. Vocational guidance in school will have rifle accuracy only in exceptional cases. It can, however, help the trainee to aim at a job with the approximate accuracy of a scatter-gun. The responsibility of the schools for sound counseling and direction is definite.

It is not enough to spread a vocational banquet before the learner. He may have some difficulty in steering his way among all the fancy dishes, and he may become a victim of maladjustment indigestion if left to the indulgence of natural appetites.

There are some abstruse factors to be taken into consideration. The learner's natural aptitudes must be weighed and the probable influence of his family background figures prominently in the analysis of his prospects. Even a humble family often has work connections which can prove valuable to a deaf youth seeking an understanding employer. At the very least, the vocational training of the deaf should be channeled in the job families where the trainee has the best prospect for employment in the light of individual aptitudes, family background and employment trends in the respective industries of his home-town labor market.

Such guidance is no simple matter. Counselors who have a broad view of employment trends of the whole region may be useful. The last year or two of school experience should include an active program of employment counseling—not just for misfits but for every boy and girl who is 16 years of age or over.

Most schools for the deaf can arrange for this supplementary counseling in their own communities. If the principal or teacher cannot be spared for the work, some States have specialists in the vocational-rehabilitation office who can assist in developing the program. North Carolina, Louisiana, and some other States are already working along these lines.

One subject which should probably be included in the "technical" category is so familiar and well-worn that only rarely is it rated anywhere near its true level of importance. Dull preachments on safety are standard fare in most of our school shops, but only rarely is there an object lesson which makes the principles and practice of safe operation come to life in the mind of the learner.

Safety is never-endingly urgent in the training of deaf workers because employment people at all levels of responsibility in industry and government, almost without exception, are equipped with special glasses which see a close relationship between deafness and lost-time injuries to workers on the job. Even though we might demonstrate the falsity of this assumption, it would still be necessary to proceed with the greatest caution. Caesar's wife must be above suspicion and the same principle applies with double force to deaf workers and the principles of safety.

The subject will be considered more particularly in a separate section.

Social coordination

It is very doubtful if technical and social requirements for job-holding are developed on separate levels of experience. It is more probable that they go along together, each one contributing to the development of the other. Yet, it is not at all uncommon for a worker who is technically qualified, apparently, to fail on the job because of a

breakdown in his relations with his work associates—a social maladjustment.

There are several possible explanations for this apparent discrepancy. It may be that, while the work situation requires only limited technical skill, it imposes unusual strain upon the social skills of the new worker. In any event, there is a problem of social adjustment no less than technical on every job, and many authorities confidently insist that the social adjustment is the more important of the two.

A really comprehensive study of this subject would probably start with a clinical examination of the means by which successful deaf workers maintain cordial relationships with their associates on the job. Lacking the opportunity for such controlled observation, we can look at the record concerning points of friction for possible insight on the source of trouble. There are three points which stand out:

(1) Communications, naturally, are a prime consideration in the employment of the deaf at all times. Some officials in employment agencies working with the deaf have been known to allege that speech and lip reading were essential requirements.

No doubt speech and lip reading are attractive selling points when trying to persuade an employer to engage deaf workers for the first time. This is, however, only a superficial test of the importance of speech and lip reading on the job. The real test comes when an employer who has had actual experience with deaf workers states his preference.

There has never been a really authoritative examination of this question and, so far as the available evidence goes, it is possible to argue quite persuasively that overemphasis on speech and lip reading in school engenders attitudes and ideas which make it even more difficult for the deaf youth to become acclimated to the hurly-burly of the industrial work environment.

The only evidence which cannot be questioned is to this general effect: Skilled lip readers have, on occasion, made satisfactory adjustments in a variety of employment relationships. On other occasions they have failed. The record of deaf boys and girls without usable speech or marked skill at lip reading is very much the same. They have failed in some instances and have succeeded in many others. We have no reliable data showing comparable percentages of success, or whether or not either of these two groups enjoys a wider range of employment opportunities than the other.

It is necessary to look beyond this point to find a determinative factor.

(2) Some observers have been heard to object that the trade-training processes in schools for the deaf have fallen into a rut and are generally inadequate. The obvious answer to this, in the light of our understanding of the function of trade training, is best stated in the form of another question: Inadequate for what? It is inadequate for immediate acceptance as a journeyman in the craft, but the course of training never was geared to such an achievement.

In most instances this complaint is a symptom of social rather than a technical failure. The deaf boy, or his friends, have overestimated his attainments and may, even, have misrepresented his qualifications in applying for a job.

Employers have few illusions about what to expect from in-school training, and they are not fooled when a youth with limited experience in a machine shop and a passing acquaintance with blueprints presents himself as a qualified tool and die maker. A rebuff under these circumstances may have appeared to be a reflection on the youth's school trade training, though it was actually nothing of the kind.

Generally, a man with more skill and experience is sensible of his own limitations. He is careful to specify what he cannot do, as well as what he can do, and it is easy for a prospective employer to see that he has a broad knowledge of the whole range of his craft at least. It is only the novice who claims to know it all.

In these cases, a touch of modesty would improve the chances for employment. Moreover, difficulties of this sort point to a possible weakness of the training program. Centering attention on the acquisition of certain skills, the instructor may neglect to show how these skills are related to the craft as a whole. The learner may get a distorted view of his own relation to his craft.

A suggestion was heard not long ago that vocational instructors take outside employment in their respective crafts during school vacations as a sort of refresher course in the latest developments. Such procedure is hardly practical for general use, but the suggestion does point to a possible weakness in the set-up for occupational training. Certainly, this is a changing world, and the instructor who persists with methods that were good 20 years ago is acting as a drag on his pupils rather than an inspiration to them.

It is not always possible to install the latest equipment in the school shop, but this is not a complete excuse for outmoded courses of training. The instructor is under obligations to familiarize himself with the latest equipment and technique. With a little ingenuity, he can find means to demonstrate the difference between the old and the new, and he can build up an interest in all new developments.

Finally, there are trade magazines for every craft which keep the craftsmen up to date on the latest inventions. If the learners cannot decipher the text, they can, in many cases, take inspiration from the illustrations and learn, perhaps, how their school routine is related to the world's work.

Trade-magazine subscriptions should be top-priority items in every school budget.

(3) Time and again in the course of this investigation, specialists in the employment of deaf workers have been heard to say something like this: "Just give me a deaf youth with a pleasant smile and a knack for getting along with people and I can assure you there will be little trouble in placing him on a satisfactory job."

Let it be understood at once, however, that the deaf do not suffer alone from disabilities in this general area. Social skills, social adaptability, and everything that pertains to them are subjects of constantly mounting interest in industry. We can share our concern over the social adjustment of the deaf with all the rest of the world, and we cannot even assert with confidence that the concern is particularly intensified in the case of the deaf.

Detailed analysis would probably show that there is some difference in emphasis between the social problem of the deaf and the hearing

workers. But this may be to our advantage. Our divergence from normal may bring the nature of our difficulty into sharp focus and make it comparatively simple to work out a homespun remedy.

It will be necessary to consider some of the elements of social adjustment more particularly in a separate section.

TRAINING IN SAFETY

Here is a realistic problem in employment based on a quotation from an article in the issue of *Factory Management and Maintenance* magazine which was current at the time this report was written * * *. The article explains:

Top management (in this establishment) * * * is convinced that it needs a safe plant. It sells the idea down the line to its workers. The whole plant operates like a giant safety committee * * *. Eight years ago (injury) compensation costs were about \$1.20 per 100 payroll dollars. Now the rate is down to 46 cents.

Safety training starts the day a man comes to work * * *. A foreman explains the company's safety rules. They read the rules together. They discuss them. Then the new workman signs a statement saying that he understands the rules.

Now, the problem is: How are you going to convince the management in this plant that it can employ deaf workers without scrapping the safety training it has worked out with such care and without any threat to the safety record which it guards so jealously?

Such emphasis on safety is not at all uncommon. Industrial management everywhere is keenly alert to the advantages of injury-free operation. One steel mill offered to donate to the charities named by the union local in its plant all savings effected in 1950 through reduction in its workmen's (lost-time injury) compensation costs. At the end of the year there was over \$69,000 in the pot.

Safety is no trifling matter with management. Sometimes management becomes hypersensitive on the subject and imposes fanciful restrictions on the employment of deaf workers.

A few years ago, deaf workers frequently reported that they had been told they could not be hired because of a mysterious compensation law. Actually, workmen's compensation laws impose no restrictions on who may be hired. All they do is inflict a higher tax rate on plants with high incidence of lost-time injuries.

This fact is more widely understood now and only infrequently do we hear of an employer who blames the law when he turns down the application of a deaf worker. Instead, he turns the deaf away because he has no suitable jobs. And it is obviously true in many cases that what makes the jobs unsuitable is the employer's own safety regulations or program of safety training like the one cited above.

Granting that the restrictions are unrealistic in some establishments, a head-on campaign against discrimination is not a very promising line of attack. A long-range program to prove beyond doubt of quibble that the deaf are exceptionally safe workers would pay better dividends.

The best answer to the problem is right under our hands: A program of training in safety in school to the end that deaf workers will not only build up an enviable record for safety over a period of time,

but also that they will demonstrate their know-how in the principles of safety the moment they walk on the floor of a shop.

No casual hit-or-miss program will do the work. An excellent compendium on The Film in Industrial Safety Training, by Paul R. Ignatius (1949), has this to say:

Safety training involves more than competent instructions. * * * Although an employee may be informed of rules of safety, it cannot be assumed that his knowledge of them will result in their constant application. Thus, it is also the task of safety training to motivate employees * * * to convince them somehow of the importance and need of observing proper work procedures * * * A worker must be motivated to develop an attitude of safety.

In addition to the customary posters, there is a whole library of safety films, including even a humorous strip titled "Three Blind Mice." Some have sound tracks, but many are well adapted for use by the deaf and could serve as the basis for discussion of safety principles which would help to effect the motivation that is so highly regarded.

It has also been suggested that traffic lines be painted on the floor in the school shops, the same as in factories, so that deaf learners can become familiar with their use. Deaf workers, in particular, should know how to use the traffic lines to keep out of the way of powered lift trucks that dart about the floor in many factories, and avoid danger from overhead cranes.

An annual visit to a neighboring manufacturing plant in company of the safety engineer to point out the details of safety principles in practice would make the whole safety program come to life in the school. The association with the safety engineer might be fruitful in several different ways. The engineer, himself, might be favorably impressed by safety as practiced by the deaf and might carry the message to associates in his profession in other plants and other cities. In time we might build up such a reputation for safety that our competence would never be questioned.

It is necessary to note carefully, however, that the safety training program is not designed to make the learner timid and fearful. On the contrary, its purpose is to instill the assurance that goes with experienced understanding of all hazards and the best way to cope with them.

A deaf learner who had progressed all the way through a broad training program such as that outlined above might find some good use for a certificate of merit in safety. Armed with such a certificate, he could present his credentials to the employment manager in the plant mentioned in the first paragraphs of this section with the suggestion that even the strictest of safety regulations would be comparatively simple for him and that all he needed was a copy of the local plant rules in order to be fully qualified, so far as safety was concerned.

It is true, however, that we still know much less than we need to know about the principles of safe operation as they apply to the deaf. There are research projects in what makes a dog bark and human hair curl, but there never seems to be time or money available for investigation of many subjects of prime importance to the education and employment of the deaf.

In connection with safety, the first step would be classification of hazards in relation to sound factors. Taking a hasty glance at the

field to see what it might produce, we can distinguish four possible categories which could be further investigated with good promise of helpful discoveries. They are—

- (1) Hazards which have no connection with sound and are no different for the deaf and the hearing.
- (2) Hazards in which sound perception is a factor but require only simple adaption in order to be overcome by the deaf.
- (3) Hazards in which sound perception is fundamental and may not prudently be risked by the deaf.
- (4) Imaginary hazards born of misapprehension about the true nature of deafness.

A research program on as broad a base as this is out of the question without a grant of funds for the purpose from some source, but the present program of safety training in the schools could be tightened up importantly if we had a committee to inquire into—

- (1) Best safety films for use by the deaf.
- (2) Study of methods now used for training in safety and dissemination of information about methods which have been most successful in practice.

THE CRITICAL AREA

The simple fact that this committee was appointed by the official organization of the vocational instructors is sufficient evidence that the instructors are not satisfied with their progress and seek a critical appraisal. The few tangible complaints which have come to light seem to stem from the probable fact that trade training in schools for the deaf does not operate in close collaboration with industry and tends to get farther and farther away from the realities of shop practice in some instances.

This is probably a natural tendency under the circumstances. In contrast with schools for the deaf, most trade schools serve the industries in their immediate vicinity and maintain close contact with them by several different routes. But the occupational training in schools for the deaf must serve the diverse industries of a whole State, and there are other natural obstacles in the way of close collaboration.

The obstacles are not impassable by any means, however. All that is required, quite likely, is a little conscious effort to resist the pull of normal gravitation. Consultation with safety engineers in industry is one way to promote collaboration. No doubt there are other common interests and points of contact between occupational training in our schools and the industries of the region which would narrow the gap if consciously cultivated.

It is still "One World" so far as the deaf and the hearing are concerned and surely this is one place where isolationism has absolutely no standing in court whatever. It is essential, of course, for vocational instructors and placement officers to understand the deaf. But this isn't the sole qualification. It is necessary, also, that they be well versed in the basic tenets of their respective professions as practiced by the world at large. Recognizing this fact, the new Vocational Association of the Deaf has listed among its prime objectives the establishment of summer courses where its members may refresh themselves in fundamental principles as well as practices of their profession. This is a significant move in the right direction.

Summing up all of our findings down to date, it must be admitted that we have not been able to place our finger on any conspicuous failure in the area of vocational training. We are not yet out of the woods, however, when we turn to the employment people for their point of view, in place of diverse opinion and vague speculation, we come suddenly upon definite specification unanimity that amounts to a raucous chorus.

"The deaf boy or girl with a good personality is no problem at all," they say. "Trouble comes with those who are short on ability to get along with people. Like any other group, the deaf have a certain quota of ne'er-do-wells who seem to be merely lazy. But these hardly count. The suspicious and quarrelsome, those generally lacking in social skills, are the ones that keep us awake at night."

There is no way to dodge the fact that personal shortcomings within these general specifications can be very serious. Some years ago, the head of a leading school for the deaf in the East found that some graduates of his school were failing to make the grade in employment because they couldn't get along with people. He cited the particular case of two deaf boys he had placed with a business friend who, he was quite confident, was disposed to give them every advantage.

When they failed, he concluded there must be something wrong with the educational processes at his school and embarked on a radical revision of his whole educational program.

One thing he overlooked is that lack of social skill—the ability to get along with people—is not, by any means, confined to deaf workers. When a captain of industry gets up to make a speech to the general public, the chances are very good that he will offer some inspiring remarks on the achievements of his organization—not in the field of efficiency or productivity, as such—but in connection with what he will probably call "human engineering."

The term is misleading. It has nothing to do with calipers and slide rule. It is as far from precision as your Aunt Emma's vegetable soup. It is a euphemistic blanket tossed over all the gadgets and devices in human relations by means of which industrial management seeks to insure the social adjustment of its employees.

Obviously, the world in general, as well as the deaf, is much concerned about the social adjustment of workers. We have already quoted Elton Mayo on the importance of "a balanced relation between technical and social skills." Dr. Mayo goes on to say:

Social skill shows itself as a capacity to receive communications from others, and to respond to the attitudes and ideas of others in such fashion as to promote congenial participation in a common task.

These words should be well weighed. Not only are "social skills" top rated among the problems of this industrial civilization of ours, but the trouble is centered in the area of "communications."

If we take this at face value, our first reaction would be to wonder what possible chance any deaf worker would have. "If the worker with normal speech and hearing has 'communication' difficulties, what can the deaf boy or girl possibly do about it, with imperfect speech and no hearing at all?"

This is, however, only superficial logic. Dr. Mayo has much to say about communications in general, but he makes no more reference to speech and hearing than he does to efficient telephone service. Tele-

phonic communication from one machine to the next would not have helped Dr. Mayo at all. He was not concerned with the means of communication. He was thinking about its nature.

What he sought was receptivity to communications from others and responsiveness, not to language or commands but to attitudes and ideas.

How do people normally communicate attitudes and ideas? With words and phrases? Does the average wage earner have the vocabulary to define his attitudes and ideas with precise terms?

With questions like these we skate very close to the edge of turgid imponderables in the sea of metaphysics. It would probably be dangerous to venture farther in this direction. It is a fact, however, that we have case histories of deaf workers which throw considerable light on the subject.

The records show that some highly literate deaf people cannot hold a good job. And by way of contrast, the records also show that there are some others, without speech and severely retarded in language, who have somehow found their appropriate niche in the work-a-day world and have become highly respected members of their work community.

On the basis of this evidence, should we not conclude that these semiliterate deaf workers have mastered the gentle art of communication for the practical purpose of congenial participation in a common task? Does it not follow that satisfactory social adjustments can be effected without the intervention of formal language?

The nature of the social adjustment among workers remains something of a mystery, but it is probable that Dr. Mayo himself would be delighted with the evidence that semiliterate deaf workers, by some happy circumstance of training or natural aptitude, are able to use their rudimentary lines of communication to better advantage than many others who have better physical and, apparently, mental equipment.

THE FAVORABLE WORK CLIMATE

Our situation, on the evidence of this record, is far from hopeless. We may aspire, not only to jobs, but to work satisfactions of the highest order. Social skills may be mastered even by those in whom language is virtually nonfunctional for the common purposes of life.

These powers are not, however, heaven-sent compensations for deafness. They are hard-won benefits achieved by the few rather than by the many. If they are distributed more widely among the deaf, it will be because every one of us has been working purposefully and conscientiously to that end.

It is not easy. You cannot install social skills as you would install an automatic gear shift on your motorcar. And even the mechanical gadgets may break down under abuse. The social skills which are adequate for ordinary situations may break down under unreasonable stresses and strains in employment.

For example: There is reason to believe that two or more deaf workers, starting together on a new job, have more difficulty in making their way than if they had started on separate occupations or departments. To the casual observer, this is totally unexpected phenomena. It seems more reasonable to believe that two or more deaf workers,

starting together, will have the advantage of mutual assistance and companionship.

But experience indicates that it does not work out that way. And with due reflection, we can see why close companionship between individuals in a group of beginners might work out to their disadvantage.

In the view of Elton Mayo, based on a lifetime of study and investigation, an essential part of all training is learning how to "get on with" associates in the work group. It is necessary for the beginner to "get the edges rubbed off." Moreover, "continuity of daily association" is necessary if the worker is to "acquire a skill of communication and of working with" associates.

Applying this principle to deaf beginners, we can see how the chances of a deaf worker might be compromised if he started on a new job with a deaf companion, particularly if deaf workers were a novelty in that establishment. The deaf workers, pairing off, would find it difficult to make proper contacts or to "acquire a skill of communication and of working with" hearing associates. They would not be easily assimilated into the work group and would never gain a sense of "belonging."

What it amounts to is a sort of short circuit in essential communication lines between work associates. It may constitute an unreasonable strain on the social skills of deaf youths who, individually, have a high potential for "congenial participation in a common task." Looking back, we may reasonably speculate on the possibility that it was just such a short-circuit as this that caused the head of a leading eastern school to lose all confidence in his graduates and conclude that it was necessary to make a radical shift in his educational base of operations.

The consequences of misjudgment on such subtle factors in the employment relationship can be very serious. We have not even studied carefully all of the implications in possible segregation of deaf workers when the job is performed by work crews which are so close knit that segregation is clearly indicated. Some experiments along this line have been successful, but experience also shows that there is a right way and a wrong way to proceed with the undertaking.

This committee has not been able to study all factors and arrive at definite conclusions. Its purpose here is simply to provide a breakdown of the subject which can be used for close study of all the elements and to offer tentative observations to indicate a possible line of investigation.

Only this much seems to be clearly established: The employment of deaf workers will be more successful if they are introduced into a work situation where it will not be too hard for them to establish their own individual lines of communication. Placement should be made with due regard for the possibility of a "short circuit." And, finally, that the key and the clue to all successful employment is to be found in the cultivation of simple social skills, some of which are peculiar to deafness and those who are deaf.

THE ART OF BEING DEAF

The wisest thing, I suppose,
That a man can do for his land,
Is the work that lies under his nose,
With the tools that lie under his hand.

This modest credo appeared among the notes for this report without any indication of its source. It fits our purposes so perfectly, however, that we should be pardoned for taking it as our text without a credit line.

We have few illusions about the obstacles in the way of the deaf in seeking employment and no high-flown plans to make them over nearer to our heart's desire. At the same time, we have great respect for the "tools that lie under their hands," and we marvel at the untaught social skill of the many successful deaf workmen we have known.

Their social skill is of a distinctive kind. Not only do they have to master the skills that are common to all workers, but they must also become adept in the special skills that promote comradeship between the deaf and the hearing.

Beyond question, this is the *sine qua non* of successful employment. For the deaf are constantly and universally dependent upon the good will of others. It is very hard for a deaf person to acknowledge that fact. He does not want or need sympathy, and you are just as likely to find him helping his neighbor as to find his neighbor helping him. Yet simple good will is more vital to him than it is to his hearing neighbor.

Time and again in the course of a normal working day, the associates of a deaf worker may be inconvenienced in some degree by his deafness. Perhaps it is only one extra step which is necessary to gain his attention. But that extra step must be inspired by good will. Given good will, the extra step amounts to nothing at all. But without it, the extra step will never be taken—unless it is compulsory in the nature of the job. If it is compulsory and no good will goes with it, it may occasion grumbling or even overt protest.

Good will, therefore, is the breath of economic life for the deaf. And the knack for inspiring such good will is the true art of being deaf. Is there a conscious effort to cultivate the techniques of this subtle art in our schools?

Ernest Elmo Calkins, one of the most articulate deaf men who ever lived, had this knack to an unusual degree. It was the measure of his success in life, more than any other one factor. He said that he owed his success to his associates, but it is quite unlikely that such associates were drawn to him by mere happenstance. On the contrary, we can feel certain that Mr. Calkins had the happy faculty, the social skills, that inspired good will and attracted valuable and valued associates.

Yet his personality was not all sweetness and light as he was careful to point out in a tribute to his hearing wife in his autobiography, *Louder Please*, 1927:

She has softened my asperities, largely by correcting and editing the erroneous impressions my deafness has given me. I am not patient, tractable and philosophical by nature. On the contrary, I am suspicious and rebellious. For years I blamed the world for its conspiracy of silence. I had needed an interpreter, loyal to my interests, who could tell me that the world was at heart kindly and well-intentioned and was really saying the kindest and most amiable things.

Mr. Calkins was hard of hearing or "deafened". It is doubtful if the average deaf youth we know blames the world for its "conspiracy of silence." No doubt Mr. Calkins' need for someone to interpret the world was peculiarly his own in many of its aspects. Yet, it is significant that, with all of his native insight and learning, Mr. Calkins did find "my own impressions of the world quite frequently wrong."

Can it be that these "erroneous impressions" are common among the deaf we know? Does anyone assume the responsibility to interpret the kindly heart and amiable purposes of a well-intentioned world?

Too often those who are in a position to influence the thinking of the deaf in their formative years, deaf teachers as well as hearing teachers, are essentially cynical in their outlook. As a result, many deaf children grow up with an ambition to be brittle sharp and clever, and to "Do others before others do you."

It is true that the deaf must be guarded against diffidence, but cynicism is hardly the answer. Some of the essential social skills can be developed on the athletic field, and the domestic environment is so important that it might well be the subject of a separate extensive study of its own.

But very little is done along this line and the social skills, like Topsy, just grow. The elements are such simple everyday things that they cannot be distinguished in the flow of events. Or else it seems that they are too insignificant to be importantly related to a man's qualifications for employment and his capacity for a well-rounded life.

If a deaf boy shuffles down the hall, enters a room and slams the door, he is not yet ready for successful employment. He may never hold a job where door-slamming is a serious offense, but it is not the door which is important. The important thing is his evident disregard of the rights and sensibilities of those who hear.

Normal hearing boys slam doors. It is not a matter of much consequence. In the normal course of events, they will use the telephone some day and discover that door slamming can be very annoying. They will learn to have a care about it as a simple matter of reciprocity.

The deaf boy will not learn by the same process. He will not soak it up through his skin. He must be instructed. In the process he learns certain principles which have universal application in the development of all social skills.

This may be one of the compensations for being deaf. Certain social skills come into sharp focus because they pertain only to deafness. Exercise in these skills teaches the basic principles of all social skills.

The matter of doors is only a simple first step. Some of the techniques of the art of being deaf range up to the highest of all social skills. Some of the deaf use humor in a most ingratiating manner. With some others it degenerates into futile clowning. Has anyone studied these elements carefully for the purpose of discovering certain working principles which can be taught? Is the course of instruction really adequate in schools for the deaf? And have we fully discharged our obligation to the deaf child if we leave out social skill and the art of being deaf?

Professor Mayo provides inspiration for more devoted application to the subject with these words:

* * * the reason for this failure (of the social sciences) is that these subjects are trying, like Pallas Athena, to leap into existence full-panoplied and are trying to evade the necessary periods of infancy and growth. It is no doubt in consequence of this attempt that they have neglected the pedestrian development of a simple social skill * * *

We are in need of social skills that will be effective in specific situations * * *

The so-called social sciences encourage students to talk endlessly about alleged social problems. They do not seem to equip students with a single social skill that is usable in ordinary human situations * * *

The successful sciences are of humble birth; each had its lowly origin in a simple skill. Some centuries of hard and unremitting labor have enabled chemistry and physics to achieve structures of knowledge that are truly imposing * * *

The social sciences are impressed with this achievement * * *; but the unfortunate effect has been to encourage too much jerry-building of imposing facades in the social area. The pedestrian step-by-step development of simple unquestionable skill, if it exists, is concealed by these elaborate fronts.

Dr. Mayo, himself, was no armchair theorist. He insisted upon absolute integrity of observation at the level of the clinic and the research laboratory. His investigations over a period of nearly a quarter of a century are still rated classics in the field of industrial research.

He approached his subject in a spirit of humility, and he was not ashamed to devote his time to the "pedestrian step-by-step development of simple unquestionable skill."

Our own greatest need, it seems, is the same unpretentious devotion to the cause we serve.

Respectfully submitted,

INDUSTRIAL PRACTICES COMMITTEE.

B. M. Schowe, Chairman,

V. A. Becker,

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COMMENTS

(BOYCE R. WILLIAMS, consultant, Deaf and Hard of Hearing, Office of Vocational Rehabilitation, F. S. A., Washington, D. C.)

(Following Mr. B. M. Schowe's Paper Mr. Boyce R. Williams read the following outline prepared by Mr. Schowe:)

GUIDE LINES FOR THE EMPLOYMENT OF DEAF WORKERS

Vocational training.—A considerable range of vocational training is featured in residential schools for the deaf in this country and can be depended upon to speed up induction and on-the-job training processes.

Education.—Nearly all of the deaf have school training in speech and lip reading. These accomplishments have only limited use in employment, however. The essential educational requirement is that the deaf have sufficient facility in language to understand simple written instructions, and enough arithmetic to make out their daily time cards. Although most of the school-trained deaf can qualify in this respect, the employer should satisfy himself on this point before hiring.

On-the-job training.—The cardinal principle is simply this: Show them how. Don't try to tell them how.

Safety.—Deaf school children learn the principles of safety which particularly apply to them as a routine matter of self-preservation for daily living. Such children are naturally more safety conscious than normal hearing children. They are already safety motivated. All that is necessary is to show them the safe practices and procedures which all workers in the plant must learn.

Noisy jobs.—Deaf workers may be good on noisy jobs and may not. Some have residual hearing and may be uncommonly sensitive to certain kinds of noise. However, since they have no usable hearing which can be damaged by noisy surroundings, they may be used to very good advantage in cases where there is no abnormal sensitivity.

Range of employment.—It is unfair to the individual skills and abilities of deaf people to put arbitrary limits on their field of usefulness. In general, they will do best on one-man operations at bench or machine where manual dexterity is at a premium. One other simple test of their employability has almost universal application. Employees frequently become deafened after long service on the job, but only rarely is it necessary to remove them by reason of their deafness. The safe rule is that if a deafened employee can do the work, then a deaf youth can be taught to do it.

Start with one.—When hiring deaf workers for the first time, it is generally advisable to start with one. Give this first man time to become acquainted and learn the routine of the shop. If more than one start together, they will naturally associate with each other rather than with hearing workers. It will take them longer to learn shop practices and procedures and there will be less incentive for them to become regular members of the shop team.

Segregation.—For similar reasons, segregation is not recommended. As a rule, best results are obtained when deaf workers have hearing neighbors on the job. This way the deaf workman soon gets the feeling that he really "belongs" and becomes a valued associate of all his fellow-workers.

Induction.—If deaf workers are a novelty in the department, it will be helpful if an experienced employee with a friendly disposition takes the deaf beginner under his wing for a few days and makes certain that he gets correct information about the whys and wherefores of shop practice. Deaf employees generally are well received by hearing associates on the job, but they may be diffident and slow to make friends unless there is an out-giving personality in the department who will show some interest in their progress.

NOTE.—These "guide lines" were compiled in response to requests from the Hygiene Division of the Military Department of Switzerland and from a large oil company for information "that would aid and guide us in our thinking on this important subject." They cover the main points which have come to the surface in 30 years of experience in the employment of deaf workers for the Firestone Tire & Rubber Co.

B. M. SCHOWE.

NOTHING SUCCEEDS LIKE SUCCESS

(STAHL BUTLER, executive director, Michigan Association for Better Hearing, Lansing, Mich.)

"A prophet is not without honor save in his own country" I was not given this opportunity during the years that I was connected with schools for the deaf; now that this opportunity has come to me, I appreciate it very much and mean to make the most of it.

I worked for approximately 25 years in typical schools for the deaf in five States and the District of Columbia. For the past five years I

have been assisting deaf adults with their after-school problems, and particularly their employment problems. As a result of this experience with the products of your schools, I see the fundamental needs of a deaf child clearer and understand his problem better than when I was in school business.

As I look back over 25 years in schools for the deaf, I have no desire to be critical. I could not be critical. I was in the schools striving for the same objectives for which you work. Anyway, we could not blame ourselves too much because general education at that time was following the same pattern.

I propose to establish the premise that a youngster's happiness and vocational success in later life is in proportion to his character development, his personality growth, and the adjustment that he makes to life, rather than to the academic and vocational skills he acquires in school. I mean that his adjustment to his disability, to the fellows in the dormitory, to his team mates, to the girls, and to living with other people is more precious than any school achievement. A nice smile and an aptness for living and working with people are much more important than academic and vocational skills.

In order that I may not be misunderstood in regard to schoolroom and shop skills, let me repeat a part of something that I wrote 2 years ago. Communication being the major problem of the acoustically disabled, laudable are the efforts to provide a deaf person with skills that enable him to communicate by speech and lipreading with those of his intimate family circle. We know that even minimum skills in speech and lipreading aid in employment. Aural education is very important for those who have usable hearing. No one would dispute the need for emphasis on language and reading skills. Furthermore, one could make a very strong case for just academic information because of the extreme retardation of the young deaf child; we know what a good education does for the deaf person in terms of better employment, greater happiness, and richer opportunities for service.

In spite of the great importance of the foregoing, I maintain that academic and vocational skills are really secondary in terms of the happiness and success of the deaf adult; the schools have placed secondary objectives first.

I am quite sure that the greatest contribution that a school makes to a deaf child's education is welcoming him to a population in which he suffers no handicap, and giving him an opportunity to grow up with it, just as he would have grown up with hearing kids if he had not been deafened. This great asset of the schools is brought into sharp focus when a maladjusted youngster comes from a public school. He has been the only deaf youngster in his community; he has never seen another deaf person. For all he knows, he is the only one in the world. He may be shy, drawn within himself, lack confidence in himself, and be afraid. He may be the result of overindulging parents. He may be striking out in defiance against the world that has done this thing to him. His family may have turned to religion, and he may be praying and waiting for God to return his hearing to him. Arriving at a school, all this maladjustment drops from him like rain from a sou'wester. He looks around him and says to himself, "This is the place for me. There is nothing wrong with me here."

Considering the difficulty of our teaching process, recognized to be one of the most technical in the whole of the educational field, and

considering the poverty of our schools in terms of support, personnel, and special equipment for doing a difficult technical job, it has always been a wonder to me that our schools have been so remarkably successful in turning out graduates who are for the most part easily employable and better than average citizens. The premise of this paper provides the explanation. These rehabilitations are the result of the unsung facility of a school that gives a deaf youngster an opportunity to adjust to a deaf population and learn how to be deaf.

The truth of the above statements is further substantiated when I think of all of my tough cases—those pitiful creatures in the bottom tenth of the deaf population that require intensive service in order to make them employable. As I think of them, one by one, I am sure that from 5 to 10 years of satisfactory adjustment in a school for the deaf would have made each one employable. Training and placement come quickly and easily if the client has the personal qualities that make him acceptable by employers and agreeable to other employees. Without these qualities, placement is very difficult.

I suppose everyone here would accept the statement that all boys and girls in schools for the deaf are not well adjusted. In addition to the discipline problems, there are those who never hear from their homes from fall until summer. There are those who do not participate in activities, those that have no friends, those that do not have sufficient clothing and spending money, those that are lone wolves, those that are depreciated by their associates. I would not be surprised to learn that there are social misfits in every school's student society. A rehabilitation counselor would quickly recognize them as his future clients.

Again, I do not want to be critical; and, if I were, I would be critical of myself. But I think schools should give first priority to building up these people. They need a taste of success. They need some years of successful living. Superintendents know what to do. Objections may be raised that this or that is not possible. My philosophy says that when there is something that ought to be done one can find it if he looks long enough. Then, would it not be wonderful if all the schools did a 100-percent job of rehabilitation.

As all school administrators know, this is modern education. The good school administrator will tell you that the efforts of his school are pointed toward personality and character development. He will tell you that character and personality training are basic to everything that his staff does; this instruction is like a golden cord that entwines itself through every class, assembly, activity, or interview, and that his teachers are trying to make this important phase of their work more successful.

I have attempted to establish the fact that character training, personality development, and an adjustment to living and working with others is more important than academic and vocational achievements, essential as they are. I have tried to point out that the average school for the deaf, or public school, is missing the boat by putting second things first, and first things second, third, or fourth in order of importance.

In support of my position, I have listed several cases. Some of these cases required considerable time but have been successfully rehabilitated; others are still on poor jobs, or part-time jobs or unem-

ployed. You will notice that the problems are not of training and placement, but rather of a personality or character nature.

The unschooled deaf.—School superintendents have seen these people. They have a bare minimum of communication—cannot hear, talk, read lips, read, write, or talk on their hands. These people are not employable because of lack of formal learning; many deaf people who are practically illiterate have been successfully employed for years. These people have stayed home too much and have been sheltered too much. Their problem is that they do not know how to live outside their homes.

Pseudo-affection of mother.—A hard-of hearing graduate of a day-school class, now over 30, lives in extreme poverty with her mother outside a city. Though the mother is in poor health and in her seventies, she would not consent to the daughter's going out for training. She said that the two had never been separated and she was not willing that they be separated in her old age.

Terribly afraid.—During the last weeks of his school life, this boy requested again and again that he be allowed to work for the school. In order to get him off the campus it was necessary to arrange for his room, call a taxi, move him out. There followed about 3 years of terrible experiences for this boy, and during this time he suffered from stomach ulcers. He is very satisfactorily employed today.

Would not help himself.—One capable deaf man would have hastened his reemployment greatly if he had been willing to expose himself to employers.

A dirty baker.—This man was trained in baking at his school, and wished further training and placement in this work in spite of the fact that his hands, arms, face, and neck were obviously very dirty. He also lost rapport with Vocational Rehabilitation personnel when he seemed unable to solve unassisted simple problems of money for meals and travel for a few miles.

No student.—I placed this man at motor winding at a minimum salary. He quickly learned the minimum skills necessary. His employer reported that he would have to have some means of increasing his knowledge of theory in order to make himself worth more money. I arranged for a correspondence course and a tutor to assist him with the lessons. He absolutely refused to study. My opinion was that he thought that a need for more schooling was a reflection on his ability to work.

Lack of understanding.—This man was a skilled workman but at one time had worked himself out of his city—could not get a job in any shop. He complained about his rate; argued with the bookkeeper; was suspicious of everything, and asked for a raise every week. Careful counseling over a period of about a year straightened him out, and he is satisfactorily employed today.

Lonesome.—He never made a good adjustment at home and was depreciated by his school mates. On his training program he came in at 11:30 and went out for lunch at 12. We worked some on his production, but the greatest problem was his relationships with hearing society. Terribly lonesome, and craving attention, he considered every person who was nice to him as a potential personal friend. There were complaints about his spending too much time writing

notes to doctors' receptionists. The climax was that he was suspected of a sex murder soon after he had invited himself to have Thanksgiving dinner at the home of a prominent doctor. His ways have been corrected; there are no more complaints.

Counseling job.—He got the job himself under circumstances that made his job a wonderful personal opportunity. He learned a technical operation very quickly and his production was very good. The other workers had never seen a deaf man before and they stared. The young boy was sensitive, shy, and very lonesome. His friends went to and from work together and had lunch together. Right away he wanted to quit. I thought I was going to fail in counseling him to stay on his good job when he made \$80 in one week. He is still there and doing very well.

Lacking in courtesy.—I assisted another worker to place two deaf boys in a high-class residential suburb. There was no third-rate hotel or rooming house, and finding rooms for the boys was a problem. They were placed with two nice families. Keeping these living places meant in part keeping their jobs. One boy almost lost his place because of three items of conduct: (1) He did not have enough clothes to keep himself clean and neat in hot weather. (2) When he came in sweaty and dirty, he sat down to wait for supper, and his landlady had to suggest that he clean up for supper. (3) When his landlady placed a lovely, well-prepared breakfast before him, she got not even a smile of appreciation.

The other boy lost his place to stay and lost his job. He would take food to his plate before the family gathered at the table, and would take more than his share of certain dishes. His eating manners were bad. He read other people's mail and he flopped on furniture. When there were efforts to correct him, he laughed. The family made a real effort to put up with him and help him but had to give up. He is at home on the farm.

He sold himself.—I placed this boy in a shop that did not need any help, and at work for which the boy had no skill. His personal adjustment is superb. He tackled jobs new to him without hesitancy and with energy. Most important, he knew what to write to his boss, and when to write it. He sold himself. In a few weeks the employer said to me, "You do not need to worry about Jim anymore. My friend and I will see him through." My theme is that a youngster's happiness and vocational success is in proportion to his character development, his personality growth, and the adjustment that he makes. Academic and vocational skills are important, but not *this* important. I pointed out that the greatest service that a school provides is an opportunity for a youngster to grow up in a population where he suffers no handicap. This great asset of the schools has accounted for the remarkable success of most of the graduates. In keeping with the principles of modern education, the schools should give top priority to assisting the deviate individuals in their student bodies to make better adjustment. If the reader will notice the cases that I have listed, he will find that in no case is a lack of academic or vocational education the major problem. In sharp contrast, notice how a nice personality and excellent adjustment made successful employment so easy for the last-mentioned client.

TEMPERAMENT AS A FACTOR

(RICHARD M. PHILLIPS, specialist for the deaf and hard of hearing, Division of Vocational Rehabilitation, Indianapolis, Ind.)

The word "temperament" sent me to the dictionary. I have tried to think of my clients as entire personalities rather than as temperaments. The big dictionary defines temperament as the combination of characteristics of an individual that reveal his proneness to certain feelings, moods, and desires.

We have, of course, no concern with the feelings, moods, and desires of anyone unless they are exhibited toward others. The person who goes off into the deep woods and screams out loud and kicks the trees is bothering no one. Should he do this in a crowd of people the story is different.

The problem then is the pattern of traits and actions exhibited by people that in some way bear upon those around them. As school people and counselors, our concern is with the temperament traits exhibited by our people in their everyday living. Are their traits such that they irritate people around them, or are they such that others will like them and enjoy working and living with them?

When our graduates or school leavers go out into the "world" to earn a living and take a place in their community, they have a right to expect to live a reasonably full and happy life. Their ability to do this will depend upon their acceptance by the general public, both hearing and deaf. Are you judging your school products with this in mind? They will be judged by their associates. Should you not judge them in the same way?

The boy who comes sullenly into your classroom and exhibits an attitude of "I don't care" will exhibit the same attitude toward a job and his future employers. No matter whether this is just a habit or is his real feeling toward life is of concern only because it is outwardly expressed in his relationships with others.

The girl who comes to class with a dreamy look on her face and spends her time in a day-dreaming mood, or in fits of sulking, will also do this when she leaves school. Such actions cannot be tolerated on the production line, or in social life.

Time and time again I have had clients come in to me with a story of a recently lost job or of having quit a job. After a bit of questioning the same old story will come out. The foreman was not fair to me. Everyone always gave me the dirty work to do. Everyone else made more money than I did. People were always talking about me. There are always slight variations to the story, but through them runs the same thread, suspicion. We are all prone to feel suspicious of others from time to time. But to carry such a feeling to the extreme of quitting a job, or to have a quarrel with others when there is no basis for the feeling, is carrying a thing farther than it should go.

These very common traits, sullenness, moodiness, and suspicion are only three of many such traits. All of them are things that everyone of us, teacher and counselor, administrator and supervisor, should always be on the watch for and always strive to correct. We must keep in mind at all times that these are the traits that the boys and girls we have today will have tomorrow when they are adults. They are the characteristics that will be a part of the sum total personality

of our school products. It is our foremost job to turn out pleasant people who will be acceptable and the type of people that others will like to work with and associate with. If you are glad when a certain pupil has left school because he is a nuisance, you can be sure that others will not be glad to have them with them, and in that you have turned out a person ill-fitted for his future life.

Recent surveys show that far more people lose their jobs because of undesirable personality traits than because of the lack of job skills. We cannot afford to emphasize the minor work and social qualifications, we must emphasize the things that count, the outwardly expressed feelings, moods, and desires. If we can do this, we will have produced boys and girls capable of filling a place in their communities and living a more full and happy life.

SECTION FOR ART

Chairman, Mrs. Helen Callicotte, Condon, Fine Arts Department, New Jersey School for the Deaf, West Trenton, N. J., section committee leader, presiding.

Movies: Crafts—loon's necklace (Indian legend told by pantomime, against beautifully painted backgrounds, with the actors wearing original masks); marionettes construction and manipulation (a very detailed picture of marionette construction, with Bobo, the clown, being born); craftsmanship in clay (a skilled ceramist demonstrates making three objects using the slab method); toys from odds and ends (articles made from cloth, wool, rubber, yarn, etc., and how to make a small woolly dog); the loom (the use of the hand loom in pioneer America). (Films lent through courtesy of the State museum, Department of Education of New Jersey, Trenton, N. J.)

USE OF ART MATERIALS FOR ELEMENTARY GRADES

(BERNARD MOFFETT, representative from the American Crayon Co., Sandusky, Ohio)

(The following talk by Mr. Moffet was illustrated with children's drawings and paintings:)

The children's art work that I bring you today will illustrate the great difference between art education today and school art of days past. Art is no longer an isolated subject offered as a special area for talented youngsters—it is now presented as one of the important media of expression. Visual art or pictorial expression takes its place with oral and written expression.

Beginning with the kindergarten level, we see here an example of "easel painting" done by a youngster of about 5 or 6 years. Often it is difficult for adults, school administrators particularly, to understand the benefits derived from such an experience. Purposely, I have selected an example that might be considered "abstract," that is, one sees no flowers, birds, beasts, or people in this child's efforts. Nothing realistic or naturalistic but mainly space organization and the first experience of a small child with bright, liquid colors, a large brush and a big piece of paper. This is unprinted news—the paint is opaque water color (often a powder color mixed with water that produces bright, intense, exciting colors) and a large brush that small hands find easier to control is the preferred tool for applying. Any inexpensive paper such as newspaper, printed or unprinted, kraft wrapping paper, or wallpaper samples lend themselves to use with opaque water color because that type of color produces its own surface

and the paper does not show through or otherwise influence the color effects. This kindergarten child quickly learns how necessary it is to respect the wishes and rights of others for painting with bright, liquid colors involves care that no one gets splashed, that no color spills on the floor, a socializing experience is being gained. Muscular coordination in learning to handle the brush and above all the "learning by doing" method of growing mentally and physically are but parts of simple easel painting.

Still in the kindergarten age group, we see next an outgrowth of the organization of space experience evolving from easel painting for here is a child's treatment of a bulletin board. In this particular kindergarten room, the teacher wisely assigns each of four bulletin boards to a certain group of four or five youngsters. For a period of several weeks, this group looks after the arrangement of their bulletin board; that is, they may do as this group did. Here we have another easel painting in effect. Each of the four children painted individually what we will probably recognize as flower forms, although very imaginative and hardly the flowers we find in gardens or florist shops. Cutting these flower forms from their newsprint paper they collectively decided which was to be placed where on this large 4-by 5-foot oak tag board that the teacher had fastened to the tack board on the wall. This is democracy in action for their decision was to them as important as a question before the United Nations Assembly. Undoubtedly, each thought his or her flower should be given the choice spot or spots so it was necessary to choose a chairman or leader among their number to direct the consideration. It sounds like an insignificant matter to us but to small youngsters it was vital. In the organizing of the space of the large oak tag board the same basic elements were involved that each child had encountered in their individual easel paintings. Some shapes of forms and some color combinations worked well together, others did not. The outcome was another beauty spot in their "living room" or "daytime home" that is the schoolroom. Participation of the children in the organizing of the classroom gives a feeling of "belonging" to the child.

Now to the fourth grade where we observe another bulletin board arranged by the students. To all outward appearance this has nothing to do with art education, it is obviously an exhibit of penmanship. However, let's examine what we see. The placement of the several pieces of handwriting involves again space organization. Without the knowledge gained from easel painting and the problems of pleasing arrangement of forms and colors that contribute to a well-planned picture, this bulletin board with its penmanship examples might well be much less attractive. Color knowledge derived from the kindergarten activities now are used to first arrest attention since orange and blue, opposites, as we will call them, create a vibration that attracts the eye. Red and green, violet and yellow, and other "opposites" or complementary colors do likewise. However, we must learn to use them in proper proportions or the resulting conflict of colors distort our picture and we will not want to look at it long. The application of the orange and blue colored paper borders edging each sheet of handwriting has achieved the goal because the pupils knew just how much orange to use and that the blue, being subdued in value, could be used in greater quantity. Correlation now becomes evident

to us in this combining of art or design principles with penmanship displays. Furthermore, we find upon examining more closely this bulletin board that letter-writing form was learned, that music and the drama were an important part of the learning experience for these letters are concerned with each of those subjects. Carrying the application of the same basic learning experiences on to older age levels, we find that placement of furniture, after its careful selection, involves the problem of space organization; the wise choice and arrangement of colors in furnishing a home are only "grown-up" easel paintings. All through life these kindergarten children will be applying these principles in the multiple-life situations of clothing one's self, making a happy home atmosphere or in a place of business.

As we evaluate the pieces of art work done by the children of the elementary grades, correlation opportunities become more evident for geography, history, reading readiness, spelling, arithmetic, and all subjects dependent upon development of the powers of expression are made more meaningful when pictorial expression is a cultivated activity. Pictures have through all the ages served as a powerful means of communicating ideas. Records of past civilizations have been brought down to the present via the visual arts.

Art education as a "special" subject for the talented few is outmoded for today it is part of the whole process of learning. The talented are not overlooked, however, for their training is encouraged as the talent is uncovered through the formative period and later, in the years when specialized education becomes the consideration these talents are made the object of instruction toward the goal of professional preparation. We see in the work of the high school and college students exhibited here emphasis now on technical accomplishment where skills are a major consideration. The early experiences were designed for "over-all" growth in learning—the later experiences are the culmination.

Color, line, and form are tools of education in 1951.

MINUTES OF THE TWENTY-THIRD MEETING OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF HELD AT THE MISSOURI SCHOOL FOR THE DEAF—JUNE 19-21, 1951

FIRST SESSION, TUESDAY, JUNE 19, 1951

The twenty-third meeting of the Conference of Executives of the American Schools for the Deaf was convened in the recreation building of the Missouri School for the Deaf on June 19, 1951, at 4 p. m., with President Craig presiding.

The minutes of the meeting of the executive committee which had been held in Washington in January 1951 were read and accepted.

REPORT OF THE COMMITTEE ON TEACHER TRAINING AND CERTIFICATION

(Dr. IGNATIUS BJORLEE, superintendent, Maryland School, chairman; Dr. Richard Brill, superintendent, Southern California School, secretary)

Dr. Ignatius Bjorlee reporting for the committee on teacher training and certification gave a résumé of the background of the problems and the work of the committee. Dr. Richard Brill presented the

committee report and then moved that the recommendation of the committee as given below be adopted:

RECOMMENDATIONS OF THE COMMITTEE ON TEACHER TRAINING AND
CERTIFICATION

1. Following are the courses that are to be included in a training program for that training center to be accredited by the Conference of Executives of American Schools for the Deaf. Suggested minimum and maximum credits are indicated for each course. Deviations from these standards may be made only by having permission granted by the teacher training committee of the Conference of Executives of American Schools for the Deaf. It is recognized that course content rather than course title is the guide.

	Semester hours	
	Minimum	Maximum
a. The teaching of speech to the deaf ----- This course should cover the formation and development of English sounds by the analytical method, and should also cover the introduction of speech by the whole-word method. Some time should be devoted to the correction of speech defects in the hard of hearing, but the major portion of the time should be devoted to developing speech in the deaf child. It is essential that demonstrations and practice with deaf children under expert supervision be an integral part of this course.	4	6
b. The teaching of language to the deaf ----- This course should introduce the student to the various systems of teaching language that are in use in the various schools for the deaf in the country, and the student should become very familiar with the step-by-step development of at least one language system. The systems which the student should become familiar with are the Barry Five Slate, Wing's symbols, Fitzgerald Key, the Croker, Jones and Pratt series, and the Natural Method. The material in Outline of Language for Deaf Children by Edith M. Buell should form the basis of such a course.	4	6
c. Methods of teaching elementary school subjects to the deaf ----- This course should include methods of teaching reading to deaf children both in the lower and higher grades. Methods of teaching content subjects such as arithmetic, social studies, and science should be considered in this course. Particular emphasis should be placed on methodology in the intermediate and advanced grades. Some time should be devoted to the use of visual aids in classes for the deaf.	2	3
d. Methods of teaching speech reading to the deaf and hard of hearing ----- The various methods of teaching speech reading such as the Nitchie, Kinzie, Whilden, and others should be covered. The collection of materials for use in teaching speech reading should be a part of this course.	4	6

	Semester hours	
	Minimum	Maximum
e. Education and guidance of the deaf..... This course should cover the history of the education of the deaf. It should review the findings of the various research studies that have bearing on the psychology of the deaf, social adjustment of the deaf, and studies related to the deaf and their learning problems. The student should become familiar with the professional literature in the field in this course, and he should also become familiar with the place of the adult deaf in today's society.	2	3
f. Auditory and speech mechanisms..... This course should cover the physiology and pathology of the speech and hearing mechanisms.	2	3
g. Audiometry, hearing aids, and auditory training..... In audiometry this course should cover the theory of hearing testing and familiarize the students with various methods and various types of instruments used in testing hearing. It is recommended that each student test at least ten children of varying ages who are in a school for the deaf. This course should cover the theory and operation of various types of individual aids and group aids. In auditory training the student should learn the theory, possibilities, and limitations of a good auditory training program. Such a course should include lists of materials and a suggested developmental program.	2	3
h. Observation and student teaching..... The facilities for class observation and student teaching should be extensive enough so that the deaf children are fairly well graded. This will normally mean that there are at least six classes of different grade levels. The student should be required to do at least some practice teaching on each grade level so that he will have a better understanding of the whole educational problem of the deaf child.	6	10
Total.....	26	40

1. The above curriculum presupposes that the student has had work in the field of education, preferably a major in elementary education. The student in this curriculum should have had previously, or take concurrently, a course in child growth and development, and a course in the psychology or education of the exceptional child.

2. The old list of accredited training centers is abolished except where the center has been active in the past 2 years. In cases where teachers apply for certification after this date and took their training before the criteria proposed in this plan were adopted, the certification committee should consider each application as an individual matter. The committee will be guided primarily by the list that was in effect at the time the applicant took his training.

3. New training centers established in the future will be evaluated by a subcommittee of one or more members of the conference of executives appointed by the chairman of the teacher training and certification committee. The criteria listed in paragraph 1 will be used for all new training centers until such time as they may be changed by majority vote of the conference of executives.

4. Any training center which does not list teachers in training for two successive years in the January Annals will be dropped from the accredited list and must be resurveyed to again be added to the list.

The motion was duly seconded and unanimously adopted.

Dr. Brill then made the following motion:

Moved that the conference of executives instruct the teacher training and certification committee to inform the State department of education in each of the 48 States and the Provinces of Canada of these minimum requirements for the preparation of hearing teachers of the deaf, and to also inform each college and university offering any course or courses bearing on this field, of these minimum requirements.

The motion was seconded and unanimously adopted.

REPORT OF COMMITTEE ON RESEARCH

(RICHARD BRILL, chairman)

No report.

REPORT OF COMMITTEE ON PUBLIC RELATIONS

(E. B. BOATNER, superintendent, American School, chairman)

Mr. Boatner reported on the continuing efforts of the committee to correct false or misleading statements concerning the education of the deaf which appear from time to time in newspapers and magazines. He cited some examples of such statements. He stated that it was planned to prepare a series of folders giving clear and accurate information on the problems of the deaf. The drafts of these folders will be submitted to the conference for approval and if approved would be printed in quantity and made available to members of the conference for distribution.

REPORT OF COMMITTEE ON ENDOWMENTS

(J. A. RANEY, superintendent, Indiana School, chairman)

No report, but Mr. Raney submitted a letter of resignation.

REPORT OF COMMITTEE ON RESOLUTIONS

It was requested that resolutions be submitted to Chairman Glenn Harris, superintendent, Montana School.

REPORT OF COMMITTEE ON LEGISLATION

(ELWOOD STEVENSON, superintendent, California School, chairman)

No report.

REPORT OF COMMITTEE ON STATISTICS

(EDWARD TILLINGHAST, superintendent, Arizona School, chairman)

Mr. Tillinghast called attention to the statistics as now carried by the Annals and invited suggestions.

SPECIAL COMMITTEES

REPORT OF COMMITTEE ON JOINT SECRETARIAT

Mr. Tillinghast, superintendent, Arizona School, reported that while a joint secretariat for the conference and convention would seem to hold many advantages, the primary question was how to secure funds. He estimated that approximately \$15,000 per year would be required to provide for a full-time secretary with adequate office facilities. Considerable discussion ensued on the following points: Was a full-time secretary necessary or would a part-time secretary fill the needs of the two organizations? Would it be feasible to raise the convention membership dues to provide a substantial part of the necessary funds? Could member schools be assessed in proportion to their enrollment? Would it be desirable to have our secretariat in conjunction either with the International Council of Exceptional Children or the National Education Association? The following motion was then made by Mr. Galloway:

The Conference of Executives of American Schools for the Deaf recommends to the Convention of American Instructors of the Deaf that it join with the Conference of American Schools for the Deaf in taking steps to establish a joint secretariat as soon as possible, within the means of the two organizations.

The motion was adopted.

The meeting recessed at 5:30 p. m.

EXECUTIVE COMMITTEE MEETING

The executive committee met immediately after the general meeting recessed. Members present were Craig, Quigley, Elstad, Poore, Galloway, Hester, Harris, and Boatner.

1. It was voted to recommend the Denver Day School and the new Southern California School for the Deaf as members of the conference.

2. It was voted that the editor of the *Annals* be recommended for honorary membership in the conference.

TUESDAY EVENING SESSION

(Community sing, Rev. Robert G. Herrmann, leader; Mrs. Cleo Statton, accompanist.)

Dr. POORE. After that good community sing, I have sort of a slap-happy feeling that makes it difficult to settle down to something serious. Our speaker is a West Virginian. At first I thought I might ask her fellow statesman, Mr. Stanley Harris, the superintendent of school for the deaf to present her, but I was afraid I couldn't get him to say just what I would like to have said. I am a little bit sold on Tennessee and I wish we had here tonight the ex-president—last year's president of the National Education Association, Dr. Andy Holt, who was a Tennessean; while we are on the subject of Tennessee, I might tell you that one of the first women presidents of the National Education Association was a Tennessean, and I am presently delighted, girls, that the first woman president of the Convention of American Instructors of the Deaf is the one who has brought a woman president

from the National Education Association, who is the first of the association to have ever attended a meeting of our group.

Now that I have taken care of the Tennessee situation, our speaker of the evening is a classroom teacher. She has served the schools in West Virginia for 20 years. She is on leave while she is president of the National Education Association. She has served as president of various associations in her own State. I think ordinarily there could be considerable politics in the NEA, and pretty hard work could be required to be elected, but when they found out this evening's speaker was willing to be president nobody ran against her. I think as teachers of the deaf—although our group is small—we must thank God for the National Education Association and its 460,000 members, which represent a membership of around 57 percent of the teachers in the United States. I am extremely happy that I am the one to welcome to our group as a speaker this evening, Dr. Corma Mowrey, who will speak to you on Education—An Investment in Human Resources. Dr. Mowrey. [Applause.]

EDUCATION—AN INVESTMENT IN HUMAN RESOURCES

(Dr. CORMA MOWREY, president, National Education Association, Washington, D. C.)

Dr. Poore and members of this convention, it is indeed a pleasure for me to meet with this very fine group. I have been deeply impressed this afternoon as I attended your session and attended the alumni dinner of one of your colleagues, to see the devotion and spirit of enthusiasm which surrounds the convention. I appreciate very much the very fine things that Dr. Poore has said.

It has been my privilege this year, as president on leave from my duties in West Virginia, to have visited in 40 States, Puerto Rico, and Ottawa. I have found—and I would like to call you my fellow teachers because I believe that all of us together share a common interest and a common goal—I have found as I have traveled about the country that I have been deeply impressed with teachers and their enthusiasm and devotion to teaching. I have been deeply impressed, too, with the attitude of parents and citizens in the problems which all of us face and which face our country at the present time in the problems of education. It is a pleasure to be here. I bring you greetings from the National Education Association; as Dr. Poore has told you an organization of 460,00 teachers, and I wish it were a million and it ought to be a million because the National Education Association is dedicated to the welfare of children and the welfare of teachers.

I would say that education needs to be placed parallel with military defense as a place of importance in the welfare of our country. You see, we are thinking in terms at the present time of a budget of about 71 billions to train, equip, and maintain an army for defense of this country of about 4,500,000 men, and I am not saying that isn't necessary. I know we must keep America strong, but I would say that we ought to think very seriously about that other line of defense, the education of our children. Seventy-one billions for defense of our country as compared to a budget of about \$450,000,000 to train and educate 30,000,000 children in America, and that, I believe, is the important task that all of us as citizens and Government officials face in this time, which is different. It is different from any period of

history we have ever known, because today battles are being fought not only on far-away Korean battlefields but battles are being fought for the hearts and minds of men. While we prepare to win the battles on Korean battlefields or other battlefields, we must prepare to win the battle which goes on for the loyalty of men and women and boys and girls, and that, I believe, is a job of teaching and a job of education. So for a few minutes tonight I should like to discuss with you education in our America as an investment in human resources.

I. Out of the historical development of American society have come the ideas, aspirations, knowledge, and working rules which prevail today and set the task of education. Out of a vast background embracing the culture of antiquity, the culture of the Middle Ages, the culture of the Renaissance, and the culture of modern Europe, American civilization has been enriched. But all that has been drawn from other times and places has been worked into the American heritage. Continued research will bring new knowledge, further experiments will confirm new methods, the spirit of inquiry and invention will be active, but even so, the past, distant, and near has given us our society, including all the material, intellectual, and moral manifestations with which education must work.

II. The independence of America was established by revolution and war, accompanied by inevitable concentration, storm, and stress. Our early leaders were searching for ways and means of insuring the perpetuity of government, of developing natural resources, of applying the technical arts, and of realizing a better life for free men.

III. The founders of the American Republic were concerned with more than the material aspects of life, with more than the exploitation of natural resources, the pursuit of private interests, and the enrichment of individuals. They were public personages imbued with a deep sense of social responsibility. They devoted time, energies, and talents to the public interest, waging war against a foreign foe and against greed and passions in their own midst. They knew from bitter experience that devotion to the public good and self-denial in private matters were necessary to the achievement of great social ends.

IV. It is true that many extremists relied heavily upon the ancient weapon of statecraft—force—for the assurance of social order, and looked upon government as an instrument of private advantage. These extremists would have entrenched great wealth in politics by the establishment of high property qualifications on voting and office holding. These extremists would have given life terms to Presidents and Senators and would have restricted popular participation in public affairs to the smallest possible limits. They would have permanently established class government—government by the rich and well-born. But this small faction, though influential, was challenged by events and overcome by the verdict of the majority. In the course of years, our Government came to rest on a wide popular base, and with the passing of time, that base has been broadened by constitutional enactments and political practices.

V. In the long run, the fate of government and society had been entrusted to the wisdom and knowledge of a widening mass of people. Some early Americans accepted that fate with a wry face, but made the best of it. Others greeted it as a fulfillment of the principles proclaimed in the Declaration of Independence, and as marking a humane departure from the despotisms of Europe.

VI. Concerning the responsibilities of government in matters of economy and culture, leaders of the Republic had equally positive convictions. They did not conceive government as founded on sheer force and confined to the punishment of criminals. President Washington, in his first inaugural address declared that the preeminence of free government must be "exemplified by all the attributes which can win the affections of its citizens and command the respect of the world." While recognizing the place of force in national defense and the maintenance of government, he commended to Congress, "the advancement of agriculture, commerce, and manufacture by all proper means, and the promotion of science, literature, and education." Washington knew that "The preservation of the sacred fire of liberty and the destiny of our democratic government must be entrusted to the hands of the American people."

VII. Having committed themselves to a government by the people, and to a government with high social responsibilities, many founders turned to education as a guaranty that a government of this type would endure—not merely to political education narrowly adapted to the genius of American institutions but to education in the arts, sciences, and letters, assuring a deeper foundation in civilization itself.

Shortly after independence was gained, many of the best minds in America began to draft comprehensive plans for a system of universal education. A review of history shows that American ideas on education are the treasures of high statesmanship.

VIII. The process of democracy to which our early Americans committed themselves embraced five essential elements: The rights of citizens to propose measures and policies, the right to discuss freely all proposed policies and measures, the right to decide issues at the polls, the obligations to accept decisions duly made without resort to force, and the right to appraise, criticize, and amend decisions so made. The preservation of these processes of democracy was assured in part by laws and institutions guaranteeing freedom of the press, discussion, and decision, but they knew that paper guarantees were not enough. Knowledge and a moral sense were required to sustain democratic processes and to make them constructive rather than destructive. "In proportion, as the structure of government gives force to public opinion it is essential that public opinion should be enlightened," said our first President, George Washington. How was this to be done? By the promotion of free public schools for the general diffusion of knowledge. Washington and Jefferson may have been at odds on many points of policy, but both were deeply and actively concerned with public education as a primary interest, and other leaders likewise sensed the need, but it was not until some years after the second war with England, that plans for popular education began to receive serious consideration.

IX. Education began to be regarded as an instrument for making democratic government adequate. Horace Mann offered public education as the supreme hope for wise and just decisions. "The rack, the faggot and the dungeon had failed to decide them; the blood of all the martyrs had failed; the power of kings, aided by the wealth of nations had failed." If these issues were ever to be settled, Mann thought "it must be by each party's laying aside any belief in infallibility, and by the union of all in some noble plan to give another

generation fitter attainments, greater capacities, and minds free from prejudice." Education was being conceived as an aid in sustaining democratic government and as an aid in assuring equality of preparation for economic opportunity. Driven by the dynamics of these powerful considerations, public education made headway against popular indifference and privileged hostility, from small beginnings to magnificence of resources and vastness of plant.

Through public education America could be made the land of opportunity; through equal education the children of landless farmers, poverty stricken immigrants, and city slum dwellers might find their way outward, upward to security and affluence.

X. This has constituted the American dream of democracy. While education constantly touches the practical affairs of the hour and day, and responds to political and economic exigencies, it has its own treasures of knowledge, heroic examples, accepted values stamped with the seal of permanence. Yet it is more than the inanimate record of tradition, more than books, maps, pictures, models, and method of instruction. Education finds expression in the living personalities connected with it, in the relations of boards of administration, in the associations of teachers and pupils, in attitude, bearings and skills, in all the nobler impulses of the humanities which are sustaining forces of society. Forever affiliated with education is the inscrutable urge of aspiration and creative intelligence which gives elevation to daily duties and seeks the improvement of the heritage. Education guards those virtues of the race that are vouchsafed to the humblest—industry, patience, self-denial, and consideration for others. At the same time it stimulates the more imperial gifts of imagination, originality, and invention by which the treasures of mankind are enlarged and enriched. Wielding no weapons of sheer power, claiming no pomp and circumstance of state, education nourishes the underlying values upon which state and society depend for their existence because education is an investment in people, and people constitute our greatest resource.

XI. Protecting and enriching the intrinsic powers of education is a task for all who are concerned with education, whether as teachers, administrators or lay persons outside the school system.

XII. But a statement of what has been done and is being done by education is not enough. We do not work in the past nor for the mere ends of the present. By the very nature of our obligations, we are compelled to face the future. The public schools are concerned with the coming generations. It is in the years ahead, not in any ages gone, that these generations will live their lives, carry on their work, assert their rights, and discharge their duties.

XIV. Education embraces knowledge, training, and aspiration, and let us remember that the dissemination of knowledge is not enough and is not the whole business of education. Knowledge alone does not present imperatives of conduct; nor kindle aspiration for the good life. Knowledge of chemistry may be employed to poison a neighbor as well as to heal the sick. Knowledge of banking may be used to exploit and wreck banks as well as in banking practices of unquestioned social advantage. There is nothing in a chemical fact, or in a financial fact, which necessarily instructs the learner in the right use of it. Ethics is not a side issue with education, but is a central concern—a concern that gives direction to the spread of knowledge.

We teachers do carry ethical responsibilities. Our theories and practices must always center upon the enduring good and not upon evil or indifference to evil. We must remember that education includes the training of the spirit and body. No written or spoken words do, or can, completely convey the meaning of education as the day-to-day living force that it is in fact. Discipline and freedom are made living in the spoken word, in attitude, in gesture and behavior. Public education maintains and demonstrates human relations indispensable to the good life itself and must continue to produce young men and women who will function intelligently in our democracy and who will be capable of preserving our democracy.

XV. Yes, education in America is an investment in human resources. It is committed to the maintenance and improvement of American society. Our American society is democratic; it repudiates government by sheer force alone; it nourishes the free spirit of science, and we know that our democracy rests on ideals, institutions, and economy. No longer can we take the assurance of our democracy for granted and we know that education must recognize its social obligations more seriously than ever before; that education must prepare youth for associational life and activities; that education must prepare citizens for participation in a democratic government; that it must aid in upholding social values, and society must accept new responsibilities for the education of adults.

XVI. Without knowledge, men cannot be free; without knowledge men are incapable of distinguishing friends from enemies; without knowledge men can be led into slavery; without knowledge men cannot rule themselves. The long history of mankind shows that free men again and again have lost their liberties simply because they did not know the consequences of the choice which they were making or accepting. Democracy, therefore, beyond all other social systems and faiths must make provision for the enlightenment of the people, or it will perish. A democracy must have free men, and the free man today must be familiar with certain great patterns of social knowledge and thought, namely:

1. He must have knowledge of the nature of man in society.
2. He must have knowledge of the history of mankind.
3. He must have knowledge of the long struggle to liberate the human mind and civilize the human heart.
4. He must have knowledge of the totalitarian movements.
5. He must have knowledge of the weaknesses of American democracy.
6. He must have knowledge of the resources, achievements, and promise of American democracy.

XVII. The program here outlined places upon the school the greatest of moral obligations. It entrusts to teachers, supervisors, and administrators, to members of boards of education, and to all who have any part in shaping the materials of instruction, a responsibility of supreme difficulty, urgency, and importance. If knowledge is to liberate the mind, it must be precise and true. Only the highest standards of devotion and competence, honesty and integrity can be tolerated. We must strive to give to the young the knowledge necessary for free men. That is our responsibility in education—an investment in human resources. We must accept our responsibility in maintaining loyalty to the values and processes of democracy, to the several

articles of the democratic faith, to the interests of children and to the cause of human freedom. We must accept our responsibility to participate in shaping educational policy and provide educational leadership for our community, State, and Nation, and finally we must establish and maintain a condition of mutual trust, understanding, and sympathy, not only with community leaders and representatives, but with all the people.

XVIII. The century in which we are living may be the most important in the history of mankind to the present time. The school finds itself a determining factor in the course which that history is taking. That responsibility is shared with those who produce our newspapers, write our books, broadcast news and opinion. This is an era in which every medium of communicating ideas counts.

XIX. The decision of this century, perhaps the decision of this decade, is whether we shall maintain those freedoms toward which man has struggled for 2,500 years. This is not a decision which can be made by armored columns, by battleships, or atom bombs. These have their part to play in the drama, but the disturbance which troubles the world is one of conflicting ideologies. The great challenge to education is the maintenance of the ideals of the human freedoms.

XX. We suffer from great lacks. We have a shortage of teachers. We have too many teachers who are not adequately prepared. We lack sufficient housing. Financial support has not been able to keep pace with growing needs and inflated costs. We have tremendously increased enrollments for which to provide.

Bedeveling the American people is a sense of frustration which they have never experienced before. The warm sense of satisfaction derived from certainty of purpose and action, of success and progress, is diluted with the fears and tensions affecting all the peoples of the world. We have suddenly become aware of the fact that we could fail. From this sense of frustration arise criticisms of our long-accepted American institutions. The school is no exception.

I wish to make it perfectly clear that educators have no objection to criticism that is offered with sincerity and purpose. The schools belong to the people. They represent the aspirations which our people have for the future of their children and for the future of our country. When citizens feel that the schools could be improved, it is not only their privilege, but their duty to help improve them. Teachers lead the way in criticizing the schools. They are their own most severe critics. They object only to criticism that reflects ignorance of the conditions criticized or ulterior motives of the critics.

I would like to say a word about the attacks leveled upon the schools which come from critics of this kind. We hear some of them say, "Let the schools get back to fundamentals." We know that we cannot "get back to the good old days." We know very well that we would not go back to the good old days. The ox cart and the candle, saddle bags and the spinning wheel served their purposes in the good old days and served them well, but we will look for the best things of life ahead and not behind. Also in education we will not go back to the fundamentals. We will go forward to the fundamentals. There are fundamentals today which were not even known yesterday. There will be fundamentals tomorrow about which we know nothing today. Our schools must meet the changing needs of an advancing civilization. There

are 6,000 high schools in this country offering courses in the safe driving of automobiles. Is this not a fundamental in a nation that wastes 30,000 human lives every year because people do not drive automobiles carefully and skillfully? Modern schools are equipped with cafeterias which serve a balanced menu prepared in sanitary kitchens. There were no questionable eating places around the corner from the "Little red schoolhouse" to which students might scramble at the lunch period to devour unwholesome foods prepared by careless hands. But in the modern school a lunchroom of some kind has become a fundamental. Our values have changed, too, with our increasing knowledge and skill. When physical education was introduced into the schools it was regarded by many citizens as a fad and frill. We have seen health and physical education, in cooperation with greater skill and knowledge in medicine, double the life span in less than two generations. Health and physical education are fundamentals. As new emphasis has been placed upon old values, our schools have changed to meet the demands.

Critics who charge that the schools "do not teach the fundamentals" usually are not talking about the fundamentals of learning at all. They are talking about the tools of learning—reading, writing, arithmetic, spelling. No one learns much without those tools. They are extremely important. The modern school regards them so. Equipping students with the tools of learning has improved remarkably, even in the last three decades. Increased understanding of how children learn has brought marked improvement to the teaching of all our school studies. Instruction has advanced most in the subjects to which we are now referring as tools of education.

Because reading is the most important of these tools, great emphasis has been placed upon it in the schools of today. In reading, pupils of today surpass pupils of the past. They read more rapidly. They read with more understanding.

At the time of the American Revolution, probably not 1 adult in 10 ever read a book through in his life. Approximately one-half of the men and an estimated 80 percent of the women signed their names with a mark. Contrast that with the reading practices with which you and I are familiar. A total of 53,829,072 daily papers were purchased each day in 1950. More than 10 million weekly newspapers and 6,800 magazines circulated to readers during the past year.

In 1896 books loaned to the public from libraries and lending societies totaled 35,000,000. A half century later these libraries issued 356,000,000 books in 1 year.

When we were children the census taker asked a rather impertinent question in every household, "How many people residing here cannot read and write?" You may find these records for your own family, if you wish, in the National Archives Building in Washington where they have all been carefully preserved. But the percentage of illiterates had so declined by 1940 that the census enumerator was instructed to ask the question, "How many years have you attended school?" If there is any skill more nearly common to every American today, it is the ability to read. Some acquire this skill earlier than any other and use it more effectively than others, just as some people begin playing golf at a tender age and keep consistently below 80, while others keep still about their scores. All our skills are conditioned not only by

our training but by our innate ability and the opportunities available to us.

Educators offer no alibis for the remaining illiterates and the people who do not know how to spell. They should have learned. Perhaps the schools should have helped them more. As educators we are continually trying to devise means of teaching people to read faster, more accurately, and to read more of what is worth reading. But if the schools are pressured back to teaching merely the tools of learning, they will fail miserably in the preparation of our young people for life in the present turbulent democratic society.

Recently I saw a brochure in which this question was asked madly in red ink, "Must the schools teach communism and socialism?" I know of no one who thinks that they must. I know of very few people who think that they do. A first objective of our public schools is to lay the basis for sound American citizenship, loyalty to American ideals, respect for American law.

It is increasingly apparent, however, that habits and ideals of citizenship are acquired from the community as well as from the school. The student who makes an A in the unit of his civics class devoted to public health may be the recipient of a marijuana cigarette on his way home. The respect for law, taken as a matter of course in his political-science class, is not vitalized by the spectacle of lawbreakers defying a senatorial committee, which he sees on the family television set in his own home.

The bright passages of history recounting the courage and sacrifice displayed by our forefathers to gain our freedoms are dimmed somewhat by the headlines proclaiming the influence of known criminals on the election of judges and the compensation they pay to police for "protection."

The budding young citizen can be disillusioned by the information that men and women of education and maturity, who had enjoyed great public trust, who had reaped many benefits that would never have been theirs in another land, had traitorously shared atomic information with our potential enemies.

Our young people see these and other misuses of our American freedoms attempted and sometimes accomplished, without reprimand or reproach. They cannot escape the influence of such open defiance of the American way.

Citizenship is not acquired solely from perusal of documents. It is acquired by living with other citizens. Good citizenship, too, is one of the fundamentals in our schools. Our newspapers and magazines are calling attention to the infractions of the law—to violations of the principles of good citizenship. They are helping the community to make a more significant contribution on its own part. We hope you will not forget that the schools are trying to make a fundamental contribution, too.

The schools face one more challenge which I wish to mention. It is the challenge to unity. There are more divisive factors in American life than unifying ones. We differ in religion and economic philosophy, in politics, even in what we think is beautiful. In these matters we clash at the polls, on the editorial pages, in the pulpit, on the air, on the television screen, in the Halls of Congress, and in every field of American life. Sometimes the controversies arising from these differences are bitter and destructive. There must be some in-

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fluence which ties us together as a people. This is a challenge to the school. In our schools, students learn of the long struggle toward the human freedoms which we prize. Our common interests are emphasized. In our schools, children acquire admiration for our great national heroes and the sacrifices of those leaders who symbolize what we stand for as a nation. In our schools, children learn respect for law and order. These schools are everywhere—on the open prairies of the Middle West, clinging to canyon walls in the mountains, standing close to the hard pavements of city streets. These schools teach the same ideals. They prepare those whose duty it is to maintain our freedoms in the market place, in the city room, in the pulpit, and on the battlefields. Education in Americanism in our schools is a common experience of us all. It is the school, more than any other institution, which must make our people one.

Securing an adequate number of competent, well-trained teachers to meet our increased enrollment is a critical problem. None of the States is preparing enough teachers to meet the demand. Last year, 75,000 additional elementary teachers were needed, yet only 24,922 were graduated from all of our teacher training colleges and institutions.

School buildings are in a deplorable condition. It is estimated that \$10 billion to \$14 billion are needed to bring our school plants into good condition and build the classrooms needed during this period of increased enrollment which will continue for the next 10 years. When 72 percent of the Nation's teachers continue to make less than \$3,000 annually, there is great need for serious consideration in improving and raising the economic security of our Nation's teachers.

There is too little money being invested in education. The median percentage of income allocated to public schools in all States was 3.1 percent in 1937-38, but in 1947-48 the median had dropped to 2.3 percent. Expenditures for public schools have been increased in all States since 1937-38 but not in proportion to the increases in the personal income of the people. These increases are due to the increased number of children attending schools, to decreased purchasing power of the dollar, and to other factors, including improved provisions for education in a number of States. In 1950, we expended only 1.84 percent of our national income on education.

These are only a few of the needs which face education. We must continue our efforts to improve our investments in people through education. America must awaken to the fact that America can be strong only as we put first things first, and citizens everywhere must be willing to place a high priority on educational needs of children. [Applause.]

Dr. POORE. Thank you, Dr. Mowrey. That applause speaks for itself. A splendid message was brought to us this evening. You now stand adjourned until 9 o'clock tomorrow morning.

GENERAL SESSION, WEDNESDAY, JUNE 20

Paper: A Director's Viewpoint of an Integrated Program in Special Education on the Elementary Level, Richard S. Dabney, director of special education, State of Missouri, State Department of Education, Jefferson City, Mo.

Paper: Coordinating the College and Secondary School Curriculum, Dr. Powrie V. Doctor, professor of English, Gallaudet College, Washington, D. C.

Paper: The Social Studies, William J. McClure, assistant superintendent, Tennessee School for the Deaf, Knoxville, Tenn.

Demonstration: A civics class—pupils from the Kansas School for the Deaf, Mrs. Vering S. Moberly, teacher.

Demonstration: Geography and the Pan American Union—pupils from the Gallaudet Day School for the Deaf, St. Louis, Mo., Miss Virginia Rosser, teacher.

Panel discussion: Content, Methods, and Materials of the Social Studies Program. Discussants: (1) Warren Fauth, teacher, Texas School for the Deaf; (2) William J. McClure, assistant superintendent, Tennessee School for the Deaf; (3) Mrs. Vering S. Moberly, teacher, Kansas School for the Deaf; (4) Dr. Carl E. Rankin, superintendent, North Carolina School for the Deaf.

Paper: Mental Hygiene in a School for the Deaf, Dr. Harold Balikov, psychiatrist, the Institute for Juvenile Research, Chicago, Ill.

Demonstration: Staff, Illinois School for the Deaf.

ART SECTION

Report on results of survey: Amount spent for supplies; number and percentage taking art; vocational situations and possibilities.

Slides: Work from the Illinois School for the Deaf, Miss Edith W. Jordan, art instructor.

Problem discussion period.

Demonstration: Silk screen printing.

SECTION FOR VOCATIONAL TEACHERS

Driver Education in Schools for the Deaf, Ralph Hoag, moderator; the Central New York School for the Deaf, Rome, N. Y.; Lewis Ellis, director of Kansas City division, AAA, speaker.

Demonstration: Teaching driver skills by driver education instructors, principals, and superintendents of schools for the deaf.

Panel Members: Stanley D. Roth, Lloyd R. Parks, Louis Burns, Leroy B. Hall, Mrs. Leroy B. Hall, Charles B. Grow, and Robert M. Greenmun.

GENERAL SESSION, WEDNESDAY MORNING, JUNE 20

(Miss Harriet McLaughlin, principal, Junior High School 47, New York City, presiding.)

Miss McLAUGHLIN. Good morning, ladies and gentlemen. One of the tempests that has been brewing in the educational teapot for some time is the subject of integration or unit work. Usually we think of those techniques in connection with the social studies, and this morning we think we have a very fine program for you that will give you lots to think about in social studies.

It gives me great pleasure to introduce Mr. Richard S. Dabney, director of special education of the State of Missouri.

A DIRECTOR'S VIEWPOINT OF AN INTEGRATED PROGRAM IN SPECIAL EDUCATION ON THE ELEMENTARY LEVEL

(RICHARD S. DABNEY, director, special education, Missouri State Department of Education)

It is a pleasure to be here and bring you greetings from the State department. I was just telling Miss McLaughlin I know very little about the education of the deaf, but I hope as a director of special education I will always have sense enough to turn it over to someone who does know it.

The first step in the development of an integrated program in special education is, it seems to me, to determine just what we mean by special education. Before we can do this, we need to spell out the

objectives of general education. This was done by the members of the educational policies commission when they set up four objectives, namely, self realization, human relationships, economic efficiency, and civic responsibility. If we study these objectives we realize that they sum up very concisely just what we wish education to accomplish; namely, that the individual must understand and appreciate himself as a person; that the individual must place himself in his family and in his community as a person worthy of respect; that the individual must, insofar as he is able, be a contributing member of society; and that the individual must recognize and accept his responsibility as a citizen realizing full well that he has all the rights and privileges of any other citizen.

I am sure that everyone will accept these objectives for education, but do we always accept the means by which these objectives may be attained? Is it possible for all children to attain these objectives? Can the crippled child do it with no special care? Can the partially seeing or blind child do it with the regular class program? Can the deaf child do it without special service? Can the child with retarded mental development do it if he receives all of his education with his more able friends? We could go on and on down the line of our many handicaps and I'm sure that you all agree that for each type of deviation from the so-called normal there must be some special handling if these objectives are to be reached. Let us say then, that special education is education of the child who deviates from the so-called normal to the point that he needs some special handling and that if this special handling is adequate, the objectives set down by the educational policies commission are just as possible for the exceptional child as for the so-called normal child.

Our problem is then to set up a program which is adequate and this can only be done by the coordinated efforts of all who come in contact with the child to be served and at as early a date as the need is recognized. Health and welfare agencies, both public and private, play an important part in finding exceptional children at an early age and in setting up preschool programs for them.

I'm sure it is not necessary for me to convince this particular group of the importance of early identification of the deaf child and of a program for him at nursery school age. Many exceptional children of school age in need of special services are found by surveying the school districts. This survey should be made by qualified personnel and it is hoped that all school and community personnel be in accord on it.

When the survey is made a careful record of all types of exceptional children should be kept. This survey is merely a screening and following it a study of the individual child should be made and proper classification for care should be determined. Referral to specialists should be made when it is indicated that his services are needed. If there are multiple handicaps in one individual, all should be given consideration with correction of the major handicap as the final objective.

The study should include the child's physical condition, his capacity for learning, his school performance, his adjustment to family, school, and community, his aptitudes, interests, and general knowledge.

When it is determined that the child needs special education, the method of the special handling is the next decision to be made. There are many ways to serve a child some of which are by special adjustments in a regular classroom, by a special class in a regular school, by enrollment in a regular class and going out of the class for special services, by special schools, by residential schools, etc.

Whatever decision is made, there must be a definite policy for admission, transfer, or release of the child from one facility to another. This policy should be understood by all school personnel and no program should be set up before a general plan of integrating the special program with the rest of the school has been evolved. It is probably better to do nothing than to place a child in a situation which is not acceptable to school personnel. Too often, if this is done, another handicap develops.

Care should be given to the selection of proper quarters for the special program. If we wish children to attain self-realization, we should give them a proper place in which to work—one that is attractive in appearance and functional in size.

The special class teacher, must, of course, be fully qualified. This means that she must have training for teaching the so-called normal plus specific training in the area in which she is teaching. In many States qualifications for certification are set up by the State department of education and no financial assistance is given the local school district unless the teacher is qualified according to State regulations. Proper certification is not the only qualification of a special class or special service teacher. General appearance, personality traits, professional integrity, conversational ability, public relations, responses, and just plain common-sense characteristics are extremely important. Teachers should be willing to participate in and assist in setting up in-service training programs. There is so much which is new in special education and in related fields in these days that we need to share our experiences. The various areas of special education are so inter-related that one needs to know more than a specific field. For instance, any person working with the cerebral palsied children knows that among them he will find children who have speech defects, those who are partially sighted, and those who have various types of deafness. The same is true of our children with retarded mental development.

The size of the class is another major concern. Too often school districts do not realize that special problems cannot be solved in large groups and that special service programs are not dumping grounds for the schools. For that reason many State departments specify the size of class, particularly, if special reimbursement is made.

Curriculum should be evolved in terms of abilities and of need. Too often each teacher teaches what seems best to her or points her teaching up to her own special interest or takes a regular class curriculum and scales it down with no regard to need. Curriculum planning can and should be done for any set-up. In larger districts or schools curriculum for the special classes should be an integrated program which is continuous rather than something which is set down as final. In all districts, but in rural districts particularly, the State department of education stands ready to assist in curriculum planning.

If the objective of human relationships is to be achieved, the child must have an opportunity to be with regular class pupils, to know them, to live with them on the playground, in the lunchroom, in classroom, everywhere, so that they may learn to know each other and so that the handicapped person may learn his abilities and may also learn to face his handicap with poise and without frustration.

Throughout the school life physical care should be given by qualified persons. These may or may not be school employees. I have yet to see a community where the medical profession was unwilling to cooperate in setting up a fine health and rehabilitation program. School personnel should accept these services on a cooperative basis for they too have much to offer the medical profession.

Considering again the objectives of self-realization, human relationships, and economic efficiency, one realizes how extremely important it is that a guidance program be one of the major concerns. Guidance services are available in every community both inside and outside the school organization. We must not wait until the child is about ready to leave school but rather set the guidance program in motion as soon as the child enters school and keep it moving until he no longer needs it. A study of his interests, his abilities, his capacities for learning, his disabilities, his aptitudes, and any other potential must be made with the view of proper placement in later life so that he may achieve economic efficiency. This guidance program must not stop with the child but must be carried into his home and into the community. At all times the family must know what is being done for and with the child. Too often a child is placed in a special school or class and the family is not kept informed of techniques whereby they might help, of progress made by the child, and of his potentialities and then we blame the parents for not cooperating. The parents need and want guidance and oftentimes our programs fail because we do not give it to them. If the community is drawn into the guidance programs, better job placement can be made. Every community has welfare organizations and service clubs. These service clubs are always looking for projects and when they choose a project, they will carry it through. They are not service clubs in name only. These particular groups are composed of members who are the employers of today. If we bring them into the planning of our programs, they will take over when we have finished.

How may we be sure that our exceptional children are served either by the local school districts or the residential schools? This can be accomplished only by mandatory legislation and by some of the excess cost being paid by the State. It can be accomplished only by using all school and community resources, health, welfare, and industry. It can be accomplished only by a knowledge of and acceptance of the services of all local, State, and national agencies. For example, it would be utterly impossible to serve crippled children adequately without the services of the Crippled Childrens Commission. The local and national societies who work only with the crippled, the family and family welfare agencies, the local and national medical societies, the nursing groups, the State and national welfare associations, the service clubs, the guidance bureaus, the physical and occupational therapy associations, the speech and teacher associations, and so on down the line.

If the services of these agencies are understood and used at the time that the services are needed; if these services are integrated with the school services at the time and in the place where the child needs it, the program will succeed—and out of it can be realized the objectives which will give to the child respect for himself, ability to work with his fellowman as a contributing member of society. [Applause.]

Miss McLAUGHLIN. Thank you, Mr. Dabney. We appreciate your coming over from Jefferson City this morning, and we also appreciate the fine contribution you have made to the program of the convention. I think all of us plan to spend more time on the younger child than the child who is older, although there is just as much need for study and research for adolescents, if not more. We are very fortunate to have Dr. Doctor, professor of Gallaudet College, to turn our attention to the high school and college level. Dr. Doctor, of the first and only college for the deaf.

COORDINATING THE COLLEGE AND SECONDARY SCHOOL CURRICULUM

(Dr. POWRIE V. DOCTOR, professor, Gallaudet College, Washington D. C.)

The first and only college for the deaf in the United States was founded in April 1864. The first preschool or nursery school, as such, for the deaf was founded at the close of the nineteenth century. The first accredited high school for the deaf, which was located in a residential school, was founded in 1907. Although a preparatory department was founded at Gallaudet College, almost as soon as the college was established; it was for the express purpose of preparing students for college, and not necessarily as a separate unit in itself. Thus a quick historical view of the education of the deaf in the United States indicates that a greater interest has been shown in preschool and college education for the deaf than in secondary education, and to an extent this is still true today. It seems a bit strange that so much more interest can be worked up for the preschool deaf child than for the deaf child who is in or is not in high school.

The first residential high school department for the deaf that was fully accredited was probably the Rochester School for the Deaf which established such a department in 1909. The first day school for the deaf having an accredited high school department was a few years later. At the present time we have 12 residential schools, 37 day schools, and 2 private and denominational schools which have been reported in the January 1951, *Annals*, as having accredited secondary departments. This includes both junior and senior high schools. The 12 residential schools for the deaf reporting accredited high schools are as follows:

Georgia School for the Deaf, Georgia High School Accrediting Commission
Indiana School for the Deaf, State Department of Public Instruction
Mississippi School for the Deaf (White), Accrediting Commission, State Department of Education
New Mexico School for the Deaf, State Department of Education
Saint Mary's School for the Deaf, Buffalo, N. Y., State Department of Education
St. Joseph's School for the Deaf, New York City, University of the State of New York, Board of Regents

Rochester School for the Deaf, University of the State of New York, Board of Regents

Ohio School for the Deaf, State Department of Education

Texas Negro School for the Deaf, State Department of Education

Utah School for the Deaf, State Department of Education

West Virginia Negro School for the Deaf, Institute, State Board of Education

Wisconsin School for the Deaf, State Department of Education

In reviewing the secondary school set-up in its relationship with schools for the deaf we are immediately confronted with the question: Is it necessary to give a deaf student a high-school education? We do know that some people are inclined to the belief that it is not necessary to give the deaf the benefits of a higher education and that the aim in the education of the deaf should be to educate a deaf person for some job along vocational lines.

However, there are many of us who believe that the deaf can and do profit from a college education and we point with pride to the many graduates of Gallaudet College and to those deaf who have been graduated from colleges for the hearing. Thus it follows very logically, that if we believe a deaf student can profit from a college education he should also profit from a high school education.

The question next arises as to who has the responsibility for the secondary education of the deaf in the United States. This is a State and local responsibility. In many cases large residential schools for the deaf and day schools in large cities can and have worked out very excellent secondary programs. However, we all know that it is difficult for some small schools and classes to function properly. Probably one of the most frequent complaints which we hear at Gallaudet College is the fact that a school or a class cannot afford to teach algebra to the few students who are interested in coming to Gallaudet. This is a true statement. Perhaps a possible solution would be to ask Gallaudet College to add a second year to its preparatory department and to create out of this an accredited high-school department, the aim of which would be not only to prepare students for college, but also to give them what is commonly found in the last 2 years of high school. If the tuition were paid by the States, it would not be placing all the burden on the Federal Government. At the same time such a procedure would in no way interfere with any high-school set up for the deaf as now established. When we all realize how difficult it is to get properly trained teachers of the deaf today for schools and classes for the deaf as well as for Gallaudet College, this procedure should command some attention.

If this senior high school were established and accredited perhaps many schools could establish an accredited junior high school. If such were the case these students could then possibly attend Gallaudet College without taking the present college-entrance examination. This would in many cases be of an advantage and would parallel more closely the procedure in high schools for the hearing. A number of the junior high schools for the deaf in day schools are accredited by regional accrediting associations.

It might be wise to review briefly the present procedure of admittance to Gallaudet College. The first group of students who are admitted are those who have passed all entrance examinations. Naturally, by far the greater number of these students are from residential schools for the deaf. The second group to be admitted are those deaf students who have a high-school diploma from an accredited school.

In connection with this group of students it might be wise to read from page 21 of the 1950-51 Gallaudet College catalog. It reads as follows:

Candidates who apply for admission after having completed an accredited high-school course will be given the opportunity to take a special aptitude test upon arrival at college and, if successful in this examination, will be admitted to the freshman class of the college proper.

If the results in this examination do not warrant such an advance, candidates must take the work in the preparatory class. It will be necessary for such candidates to furnish a transcript of the record of all high-school work previously completed.

According to Dean Fوسفeld more than one-half of the high-school graduates taking this examination fail and are required to enroll in the preparatory class. It must be remembered, also, that students coming from a State school for the deaf, having an accredited high-school department falls into this group. These students are not required to take the usual college entrance examination but do take a special examination after coming to college. The third group to be admitted are those students who have failed in either the English or the algebra examination, or the general achievement test. Sometimes this list is extended to those students who have failed in two of these examinations.

It must be remembered that Gallaudet College is a college for the deaf. We have no more right to refuse a deaf boy or girl from a high school for the hearing than we have to refuse a deaf boy or girl who transfers to us from some college for hearing students where he has earned college credit. Our rules and regulations concerning deaf students transferring from colleges for the hearing are those rules followed by practically all colleges and universities. Our rules and regulations concerning deaf students with diplomas from accredited high schools, likewise, follow the procedure of most colleges and universities in this respect.

It might be interesting for some of us to note the high-school graduates in this year's graduating class in Gallaudet College. Five of the 29 members of this year's class were high-school graduates, which is about one-sixth of the class. Three had been graduated from residential schools for the deaf. One had attended a day school and for 4 months had attended a residential school. One was a day-school product. Out of the seven awards open to seniors three were won by this group of five. All were good students scholastically and all were leaders in student activities. The presidents of both fraternities, the editor of the college paper and the editor of the year-book, and the president of the student council were all men in this group of five. Each one of the five was deaf and not hard of hearing. A number of these students had been admitted to other colleges and universities. Certainly if Gallaudet College is to perform its function as a seat of higher learning for the deaf, these young deaf high-school graduates must be taken into consideration.

This brings up the point of college accreditation for Gallaudet. According to Dr. Leonard M. Elstad, president of Gallaudet, one of the things which would assist greatly in this matter would be the accreditation of high-school departments in the various State schools for the deaf. Dean Fوسفeld of the Gallaudet College faculty says:

One of the noteworthy phenomena of the first half of the present century in American education has been the tremendous growth in secondary school enroll-

ment, which in turn has swollen the enrollment in higher institutions, that is colleges and universities. But there has been comparatively no corresponding surge in secondary school education for the deaf. The few efforts made in this direction have been either abortive, or, if surviving the a-borning stage, have remained only pale shadows of real secondary schools. Schools for the deaf are delinquent in their high-school effort.

Some people have advanced the idea that the State schools should have an accreditation system of their own. When we have at present 51 schools and classes for the deaf accredited under the existing accrediting agencies, it would seem better to follow this policy, which was so well established 40 years ago by the Rochester School for the Deaf in Rochester, N. Y.

I would like to refer the following recommendations to the committee on resolutions for their consideration:

1. That academic and vocational courses of study for the deaf extend through the secondary level.

2. For schools stressing only the vocational curriculum, that an academic course of study be established or extended to meet the needs of students desiring to enter advanced or college work.

3. That the preparatory department of Gallaudet College, Washington, D. C., be enlarged to include a 2-year accredited secondary course of study.

4. That each school for the deaf strive to meet the prescribed standards for accreditation.

During the past year, Mr. Harold Morris, a member of the normal training class of Gallaudet College made an extensive study of secondary education of the deaf in the United States and Canada. It was his conclusion that this field is, without doubt, one of the most neglected fields in the education of the deaf today.

In conclusion it would seem that there could be no more fitting objective for the convention of American instructors of the deaf than to make an all out effort to establish more high schools for the deaf in the United States. From 1850, the year of founding of the convention, to 1951, we have seen the establishment of schools for the deaf, preschools for the deaf, clinics for the deaf, vocational classes for the deaf, and a college for the deaf. Let us hope that the coming century will witness similar gains in the field of secondary education for the deaf.

Miss McLAUGHLIN. Thank you, Dr. Doctor. I am sure we all need a stimulation for thinking on the secondary level, because we do spend so much time on the little ones. Usually the panel is very crowded for time, and they have some very good things for us, so we are going to begin a little bit early, and let the panel have the full time. We now have a paper on the social studies presented by Mr. William J. McClure, assistant superintendent, School for the Deaf, Knoxville, Tenn.

THE SOCIAL STUDIES

(WILLIAM J. McCLURE, assistant superintendent, Tennessee School for the Deaf, Knoxville, Tenn.)

Like many other topics in the program for the thirty-fifth meeting of the convention, the social studies, themselves, could quite easily furnish material for a full week of work and discussion. The social studies probably embrace the largest area within the total curriculum. This is the area directly concerned with human relationships and

consists of a considerable number of related courses. Among the subjects commonly considered as a part of the social studies curriculum are: History, geography, civics, current events, ethics, economics, citizenship and any number of others. Just the other day in the March issue of Education magazine I saw a proposal for a college level course on, the social science of atomic energy. The purpose of the course was to enable those taking it to "estimate the social, political, economic, and international effects of atomic energy." I don't feel that our program this morning has to be so extensive as that; however, with such a wealth of material available, the most serious problem has been to determine what should be included and what should be excluded during the brief time allotted to us.

Uppermost in the minds of those planning for this meeting of the convention has been the determination to make it of greatest possible value to the classroom teacher. This thought has helped to govern the organization of the social studies program this morning.

Some schools have been closed for 2, 3, or even 4 weeks. Many of us have forgotten the problems which vexed us so recently. Questions for which we sought answers have been shelved until fall. For these reasons we have decided to start our program this morning with two classroom demonstrations; each illustrating a different phase of the social studies curriculum and a method of approach. We hope in this way to recall to mind some of the problems of the social studies teachers—and to get everyone into what might be called a social studies mood. Then when we have refreshed and stimulated our minds into thinking about this subject, we shall attempt to cover the area from various angles in our panel discussion on content, methods, and materials of the social studies program. We hope that those of you who have questions will submit them to the panel for discussion at the end of the program.

Before proceeding with the program as outlined, I should like to make a few remarks about the social studies and the deaf child. I think we can all agree that the major objective of the social studies program should be to develop a well-adjusted, effective citizen who participates in the democratic way of life, and after Dr. Reeder's excellent address yesterday morning, I am sure the democratic way of life means more to all of us. All planning and all educational activity must be directed toward this goal. Sometimes we become so involved in our controversies and in the teaching of speech, lip reaping, and subject matter, that we forget the objective of all our schools, and of all us individually, should be to train young deaf people to be effective citizens—self-supporting, self-respecting, and participating in the democratic way of life—not standing by.

Few people realize how limited the young hearing child's world really is. No doubt many of you have been surprised at the time it takes for hearing children to understand the difference between a town, a city, a State, and a country. Frequently a child of 8, 10, or even 12 years of age has a concept of geography which resembles those maps you have all seen, a New Yorker's concept of America. My apologies to Miss McLaughlin and the other New Yorkers present. [Laughter.] The child's home town is exaggerated out of all proportion in every way.

Just before I came up here this morning, Mr. Beachamp gave me an editorial out of the Louisville Courier-Journal. It brings out

something we ought to know. I would like to read a paragraph or two from that editorial. [Reading:]

Geography is a forgotten subject in American schools. This fact is impressively brought out by Dr. Benjamin Fine of the New York Times. His paper gave geography tests to 4,752 students in 42 colleges and universities throughout the country, a fair cross-section. The majority of the students knew almost nothing about the map of our country, much less the geography of the world. Only 5 percent could name the States on the Atlantic Seaboard.

If this is true of hearing children how much more true is it of our deaf children. The deaf child's world embraces only his home, his family and his school for a considerable length of time. The school must meet the challenge of preparing children for a democratic way of life and must produce citizens whose activities are characterized by participation, cooperation, consideration for others and good will.

We must strive to bring suitable materials and textbooks to deaf children, materials and textbooks suitable to the age level of the child. We must spend so much time on preparatory work that we consequently find our children beginning textbooks at a later age than they should. I cannot help but feel that earlier exposure to textbooks and an increased emphasis on reading by all teachers would make the work of the social studies teacher much easier along with an increased efficiency all along the line. Wasn't it a teacher of reading who, yesterday, complained that all poor school work was blamed on the teacher of reading? I am urging all teachers to emphasize it.

We are fortunate in being able to profit from the increased emphasis being given to social studies in the public schools. There are a great many excellent series of books available. All books are fitted to a core curriculum and in successive years vocabulary growth is carefully regulated, and built upon previous experience—a most important consideration in our field.

Another advantage for the teachers of social studies in schools for the deaf lies in the vast amount of material available for visual education. Most of you saw the excellent program on visual education yesterday afternoon. No other area of the curriculum lends itself so well to the utilization of such materials. The supply of graphs, maps, still pictures, film strips, and moving pictures is virtually unlimited. Many of these materials are obtainable for the asking or at a very moderate cost.

We must get on to the demonstrations, but in closing I would like to add that a social studies program does not function properly unless there is adequate opportunity and guidance for the children to develop initiative, originality in thinking, and a sense of individual and group responsibility. Children must learn to work together cooperatively while serving on committees, working on group projects, et cetera. We cannot expect children to live in a little autocracy during their school years and at the same time instill in them an understanding of the practices, ideals, and institutions of democracy.

It is up to the teachers and the entire school staff to see that opportunities are provided for the development of proper attitudes and that there is an acceptance of responsibilities. This can be done through classroom activities, programs, clubs, and organizations and in many other ways. Living together in a school atmosphere as so many of our children do provides wonderful opportunities for these children to practice the actual tenets of democracy.

Now that we have thought just a bit about some of the considerations in teaching the social studies, we will try to get a little deeper into the subject while watching a demonstration of a civics class composed of children from the Kansas School for the Deaf. Mrs. Vering Moberly is their teacher.

(Demonstration: A Civics Class—pupils from the Kansas School for the Deaf, Mrs. Vering S. Moberly, teacher.)

Mrs. MOBERLY. This morning the students will present for you a beginning lesson on the United Nations Charter. We don't know very much. We have only started this project. We have used as the basis of our material a small booklet United Nations. We are trying to discover the various divisions of the United Nations Charter, who the members are, and the duty of each one. The project will be continued in the fall, and my youngsters this morning have not seen the film which you will see, and they have not seen the flash cards. We have had a little of the background of the work with the various divisions, and first we will tell you a little about that, and then we shall show you our film and then, of course, I hope they use the flash cards.

(Mrs. Moberly then proceeded with the demonstration.)

Miss McLAUGHLIN. Thank you, Mrs. Moberly, and your nice students for telling us something about the U. N. We will now have a demonstration by Miss Virginia Rosser, a teacher in the Gallaudet Day School in St. Louis.

(Demonstration: Geography and the Pan-American Union—pupils from the Gallaudet Day School for the Deaf, St. Louis, Mo., Miss Virginia Rosser, teacher.)

(Miss Rosser proceeded with the demonstration.)

Miss McLAUGHLIN. I would like to thank Miss Rosser and her students for a lovely performance. Gallaudet Day School is still open so they had to rush up here and now they will have to go back and finish the term. The panel has now arrived and I am going to ask them to introduce themselves. I think you know them all and they will get right to work.

PANEL DISCUSSION: CONTENT, METHODS AND MATERIALS OF THE SOCIAL STUDIES PROGRAM

William J. McClure, moderator, assistant superintendent, Tennessee School for the Deaf. Discussants: Warren Fauth, teacher, Texas School for the Deaf; Mrs. Vering S. Moberly, teacher, Kansas School for the Deaf; Dr. Carl E. Rankin, superintendent, North Carolina School for the Deaf.

Mr. McCLURE. We are trying to save time, and in order to save a little more I will introduce the members of the panel. Dr. Carl Rankin, superintendent of the North Carolina School; Mrs. Vering Moberly from the Kansas School, who put on the demonstration a little while ago, and Mr. Warren Fauth of the Texas School. Dr. Rankin is going to speak on content of the social studies program. Mrs. Moberly will speak on the teacher's methods, and we are trying to save a little extra time for Mr. Fauth to speak on materials. Some of you have seen the article which he wrote in the Texas school paper, and yesterday in our planning for this panel we found he has a great many sources of material which we feel the teachers of social studies

here will be most interested in. We will go ahead with Dr. Rankin's talk.

Dr. CARL RANKIN (superintendent, North Carolina School for the Deaf). The questions assigned to me, with one exception, deal with the general topic of content in the field of the social studies. My aim is to suggest lines of thinking rather than to hand out prefabricated answers. The first question is, From what sources do we draw our content for the social studies curriculum? The answer is obvious—we draw it from life about.

Let me recall for you Dr. Reeder's illuminating discussion of the American democratic way of life, and, particularly, his emphasis upon the necessity to understand it. What is our way of life like? Time is available here only to start you thinking. First, American life is exceedingly complex, so complex that it requires intensive study to gain even the most casual understanding of it. Again, we must, if we are to be honest, confess that we are not by any means making this American way of life a living reality for all; there are glaring inequalities, despite our four freedoms, our insistence upon putting the individual first, our desire for social and economic security for all, and the like. And again, many thinking people feel that far too much emphasis is laid upon the material aspects of life. We've covered enough here, I am sure, to enable you to see that careful analysis of our way of life is material to the building of a course in the social studies because social behavior is a very part of the content of the social studies course.

A second essential to success in building such a course is to find out something about the character of social learning. What is it like? When it seems desirable that a group of children establish a given pattern of social behaviors, can we expect them to acquire it in the same way they would the multiplication table; No. To learn desirable social behavior the child must be given the opportunity, under teacher guidance, to practice that behavior with other children, and in typical social situations. Interest and purpose must be stimulated to the point where desirable behavior becomes satisfying, and eventually becomes a fixed way of behaving.

Before the content of the course in social studies can be determined we must, somewhere along the line, select the objectives that are to serve as guide posts. How shall we go about selecting these objectives? At first, as Dr. Reeder told you, this was done by college professors. Later this function was taken over by this man who called himself an expert in the field of textbook writing. Dissatisfaction with this led the National Council for Social Studies to set up a committee to select the objectives and build courses in the social studies. The committees were too wise to undertake it but they did select and publish a number of typical social studies courses. A more recent trend is to have the teacher and her pupils, working together, select their own objectives and build their own social studies course, built largely around life in their own community. Many fine courses in the social studies are built in this way.

As we said, American life is changing rapidly. This fact makes it necessary for the teacher of social studies to continually evaluate her program. Moreover, the pupil needs to learn to set up for himself the habit of evaluating what he does. How, then, shall we carry on

this very necessary function of evaluation? Since it is necessary, under our American democratic way of life for the individual to learn to evaluate his social actions, it seems best to have the class do this, with help and guidance from the teacher. Let me here distinguish between group evaluations of a job done by the class and individual evaluation of his part in the total undertaking. Both these functions are necessary. Both are pupil functions; in both the teacher must act as guide and helper. A word of warning: Because of the differences in the capacities of the different children to contribute to the source of the total project, it is of the utmost importance that the teacher know and to keep in mind what each can do as she sits down with her class to evaluate the completed job.

Finally, these are some important intangible outcomes that must be evaluated; such things as growth in clear thinking, the forming of judgments, capacity to ask, capacity to work as a member of a group, and the like. These things are terribly important, for out of such stuff character is formed. The teacher needs to help the individual child to evaluate his progress in these things.

Mrs. VERING S. MOBERLY (*Teacher, Kansas School for the Deaf*). I should like to present, for your consideration, some of the problems which I feel are still of imperative importance to the presentation of a history or civics project.

A student today must know world history—as well as the history of his own country, and he must understand his own country's responsibilities to other nations. This includes understanding and respecting the cultures and religions of other nations. Our students must become the "world citizens of tomorrow" if we hope to establish world peace and world cooperation.

This places a much greater responsibility on the teacher. Just what is the teacher's preparation for her classes? We must fight to maintain our own heritage of freedom, but we must cultivate the friendship of our neighbors.

A teacher's preparation.

1. What kinds of questions do you ask?

(a) "Yes" and "No" answers do not develop growth in ability to think clearly and react intelligently.

2. A teacher's questions can be used as a measuring stick as to the value of her own preparations for they will prove to her just how thoroughly her pupils are developing the ability to interpret their texts.

3. Superficial questions will contribute to superficial reading and result in a lack of clear comprehension of the subject matter.

4. Questions which aid the pupil in recalling facts require little thought and do not develop the ability to grasp the essential significance of the whole project.

5. Questions tangent to the basic facts of the story or event, but which force the student to think and relate the meanings of many sentences, will keep the student's attention directed to the essential meaning of that selection and will develop a critical attitude, and sincere reflection upon the content of the material being studied.

6. From what sources do you get your materials?

7. Do you use the same basic material year after year—or do you try to incorporate current news relative to your subject?

(a) The use of only one textbook, or source, will develop an intolerance of the opinions of other authors.

(b) The students will be inclined to quote, and wholeheartedly support "their" textbook—often in direct contradiction to newer and much more explanatory facts which have been generally accepted by educators as factual.

8. The use of recently copyrighted textbooks—with the addition of several other texts, either recent or old, and the use of encyclopedias—will present the basic problems in many different versions. However, they will present the basic fact as true and show the varied opinions of the authors in such a way as to encourage the student into discussions.

9. Discussions tend to develop individual opinions. This will aid in developing tolerance toward the opinions of others and possibly cause a modification of their original ideas. Growth in comprehension will develop only when the pupils can be interested into discussing a problem among themselves.

10. Flash cards may be used as a means to arouse the interest of the class and to get away from the deadly routine of remembering facts and dates. They also arouse a competitive spirit, which in turn develops the student's comprehension of the project.

11. Do you employ texts which tax a student's capacity beyond his own comprehensive limits or do you expect so little of him, in relation to his own abilities, that he becomes bored and restless?

12. Do you present your own simplified summary of the project so that the slow-learning students and the accelerated students are both equally interested in the project?

13. Personally, I prefer to present material which is a little bit beyond the accepted intelligence rating of the class—which is based upon an achievement test rating. However, this material must then be presented as simply and clearly as possible.

14. This is the major reason why I am so emphatic about the use of visual aids. After discussing the general background of the project, a short film covering the work is presented. An open discussion follows the film. From my own experience I find that the pupils have a much more complete comprehension of the facts, completed in about one-fourth of the time required to present the same material without the use of the film. Pictures will stay in the minds of the students and he can recall them upon requirement in a very satisfactory and comprehensive manner.

15. I like the use of thought questions for exams. It eliminates last-minute cramming, memorizing, and forces a student to think and use the facts he has learned.

16. Thought questions are of course derived from the basic principle involved, but have not been discussed in class. The students are permitted to use all materials—textbooks, notebooks, posters, and reference books—in compiling their answers.

It has been interesting to note the differences of opinions. Seldom have two students had similar answers, although all have acknowledged the basic principles as factual.

Too, this is an excellent way in which a teacher can measure her own presentation of the work. Often a student will present a delightful new opinion. And, I might add, you will sometimes discover an appalling and amazing lack of comprehension which, in turn, is quite horrifying to the teacher.

17. Remedial work is often a vocabulary review. New words are always explained as they appear in the text—and we find the simplest of synonyms.

I do not feel that we should spend hours and hours explaining the meaning of new words. In the first place, it consumes entirely too much time. Second, as the eye spans the line the recognition of the content of the sentence as a whole is the important thing, and not the definition of an isolated word.

18. Do you help your students understand that history and government are reflected in everything we do today?

Our Nation was founded because of a people's desire for freedom. Our Constitution assures us of the four essential freedoms—religion, press, speech, and trial by jury. We are fighting today to keep these freedoms and to try to understand the customs of other nations.

The UNO is the outgrowth of a President of the United States after Pearl Harbor. He called our allies the United Nations because of their cooperative efforts to establish world freedom and peace.

If we can achieve this tremendous objective, then we shall become swell history and civics teachers. [Applause.]

MR. WARREN FAUTH (teacher, Texas School for the Deaf). Most teachers of the deaf are continuously looking for visual materials that can be used to special advantage with deaf students. Social science teachers are extremely fortunate in that there is a wealth of materials suited for the deaf available in this field. Most of these materials can be procured at the cost of a 3-cent stamp or for a very nominal fee.

Many of these materials can be used by both the teacher and the pupils while others can be used by the teacher to supplement the text materials. The use of the materials will depend largely upon the reading level of the class and the number of copies of material available.

Some of the most profitable sources of material for use in teaching geography are the various embassies and information services of foreign governments. From these sources one can get maps, pictures, and other publications of the country being studied.

The Turkish Information Office, for example, sends a large physical map of Turkey and surrounding areas, several booklets on the development and history of modern Turkey, as well as a film strip depicting scenes of Turkey today, all free for the asking. The British Information Office will send upon request maps of Great Britain and her principal colonies and more than 50 folders, booklets, pamphlets, and other publications ranging from English political history to peanut growing in Africa. There is enough material available from this source alone for a full semester study of the British Empire. Most of the other Commonwealth nations have and distribute similar materials. Other countries sending useful, colorful, and interesting materials are: France, Spain, Portugal, Belgium, Italy, Iran, Iraq, Ceylon, India, Pakistan, Egypt, Yugoslavia, Union of South Africa, Switzerland, and many of the South American countries. Many of these countries will place your name on their permanent mailing list in which event you will continue to receive new materials as they are released. Some countries send monthly bulletins on the activities of their government.

Our own Government is also an excellent source of materials. Probably the most useful materials are publications issued by the Depart-

ment of Agriculture. This Department has many free materials on all sorts of farm crops from grains to fruits and nuts, livestock, insect pests of all sorts, soil conservation, forestry, and tree conservation, and many other subjects. There are also hundreds of publications on these subjects which are sold by the Superintendent of Documents for a nominal cost. The publications of all departments are distributed and sold by this Office.

The Bureau of Mines has information and materials on coal, copper, gold, and other mineral products.

From the Department of the Interior booklets, pictures, and folders describing each of our national parks as well as a large map showing all of our National and State forests, parks, reservations, and historical monuments, can be obtained.

One of the best ways of procuring these and other materials is through the aid of your Congressman, who will get many of these things for you upon request.

State governments also distribute much material for use in schools. Materials on livestock, crops, native animals and plants, conservation, and the like can usually be obtained from your county agricultural agent. Other departments also issue materials adapted to the classroom which is of considerable value in the study of State history and geography.

Two other sources offering materials at a nominal cost are the Pan American Union and the United Nations. The Pan American Union has several excellent series such as the ones on American products, and the explorer series for young readers. These are well written and illustrated.

The various departments of the United Nations have materials available describing their activities. Film strips explaining in detail the organization of the United Nations can be had for the asking.

Many of the large corporations of our country have excellent materials describing the manufacture and production of their products. Some of these are in comic-book form, which gives them a more popular appeal for our pupils than most materials of this sort. United States Steel, United States Rubber, General Electric, Dupont, Westinghouse, and other corporations have free materials about their products that can be used in various ways in the social science curriculum.

Some corporations have educational materials especially prepared for teaching in certain areas. For example, the Metropolitan Life Insurance Co. sends upon request in classroom lots, booklets on seven health heroes: Pasteur, Reed, Trudeau, Jenner, Kock, Florence Nightingale, Madame Curie. They also provide one set of film strips per school on the lives of these famous people. This is material that should be correlated by the science and social science departments. General Electric has comic books describing nuclear energy and jet propulsion. General Mills has educational material about nutrition and the International Paper Co. offers in classroom lots a comic-book-type booklet on forest conservation and paper production.

Although much of this material can be used in the study of both history and geography, material that is purely historical is a little more difficult to find. Materials from information bureaus

of foreign countries give a smattering of that country's history. The Pan-American Union is an excellent source for materials on early Spanish influence in America. They have booklets on the Aztecs, Balboa, Bolivar, Cortes, the Incas, Pizarro, and other Spanish-American heroes. They also offer an illustrated booklet on the Panama Canal.

The John Hancock Mutual Life Insurance Co. offers upon request excellent prints of persons and events in American history with a brief summary of the lives or events depicted. Some of the pictures are of Washington, the signing of the Declaration of Independence, Eli Whitney and the cotton gin, the building of the Panama Canal, the Boston Tea Party, the Statute of Liberty, the Unknown Soldier, and many others. These can be extremely valuable tools to supplement the text materials.

There are a great many other materials available to the enterprising teacher. In writing for materials, a typewritten letter explaining your work, the subjects you teach, and the special needs of the deaf children produces much more satisfactory results in most cases than a post card requesting materials.

The good teacher is the one who gives her pupils as much as they can take and presents her material in as many ways as she can. As a good teacher you will learn as you teach, using enrichment materials. [Applause.]

MISS McLAUGHLIN. I am sure I express the views of all our audience this morning for thanking these people for all the time and effort in bringing us this stimulating program that will help us in our work next year. The meeting is adjourned.

WEDNESDAY AFTERNOON

(Mrs. Dorothy F. Kaufmann, psychologist, Illinois School for the Deaf, Jacksonville, Ill., presiding.)

MRS. KAUFMANN. A mental hygiene program in a school such as ours consists of several parts. First, is the general over-all program which has as its aim to educate deaf and hard-of-hearing children so that they become happy, well-adjusted people, able to take their places in the adult world. This general program includes academic and vocation education as well as the development of physical and social skills. This we consider the preventative phase of the mental hygiene program and for a number of children it is perhaps the only type of program necessary.

However, there are always children who have problems in some area and it is to help us in our handling of these children that the other phase of our mental hygiene program has come about. When Dr. Cloud came to the Illinois School he became aware that our understanding of the problems of deaf children was limited and introduced the beginnings of mental hygiene work. He thus became a pioneer in this field and was in the last month honored by the conferring of an honorary doctor's degree, the citation being partially based on this pioneering work in mental hygiene. Dr. Cloud asked Dr. Andrew Brown of the Institute for Juvenile Research to make a recheck of an earlier survey of educational and psychological tests. This survey was made in 1931. He also came to feel that full-time psychological serv-

ice was necessary for the understanding of the children's problems and a full-time psychologist was appointed in 1941. For the past 5 years this service has been continuous. Intermittent psychiatric consultation and social service consultation was obtained, but for the last 6 years the psychiatric consultation has been continuous becoming increasingly valuable as auxiliary services were obtained and utilized in the preparation of case material and in follow-up of cases.

It has been our teamwork approach which has proved most fruitful—the teamwork of an encouraging and sympathetic administration; psychiatrist, psychologist, social service, teachers, both academic and vocational, and last, but by no means least in importance, the cottage life or dormitory personnel. We seriously miss any one of these members of the team when they are not available. No one member of the team can do the job alone, as it requires the cooperative effort of all. At times we have had to pinch hit. When we have had no child guidance counselor, others have had to take over some of her functions but cannot do as good a job.

The value of the psychiatric consultation service has grown as the other services have grown along with it and been increasingly utilized. Under our present psychiatrist, we feel we have done the best job yet, as he has made us aware of our needs and the ways in which to meet them. Dr. Balikov has been our consultant for 2 years, and has shown a real interest in an understanding of the problems of deaf children. It gives me great pleasure to introduce our good friend, Dr. Harold Balikov, of the staff of the Institute for Juvenile Research in Chicago.

MENTAL HYGIENE IN A SCHOOL FOR THE DEAF

(Dr. HAROLD BALIKOV, psychiatrist, The Institute for Juvenile Research,
Chicago, Ill.)

I would like to describe to you a mental hygiene program such as has been developed in the Jacksonville School for the Deaf. It became apparent to the people there, that many of the resident children had special problems that were emotional in nature, in addition to the many problems relating to their deafness. It is my feeling that this has been a unique step forward in the appreciation of the problems of the deafened, in the sense that the public as well as the literature, both technical and popular, has seen the deafened person primarily through a consideration of his deafness. It is timely that those of us who are concerned with the deaf, should appreciate them more particularly as persons who have sustained a handicap.

Teachers of the deaf commonly observe behavior and learning difficulties in their pupils which bear no connection with their deafness. These problems are similar to the ones observed in school children universally. However, there are problems observed by these same teachers which are connected with the learning process and seem to indicate that certain children work far below their potential capacity and, at times, show difficulties in areas which cannot be accounted for by our best medical and acoustic testing. It is with these children that the psychiatrist, psychologist, and social worker, as a team, have been most useful to those responsible for the care and teaching of the deaf. However, a mental-hygiene program is not only aimed at these special problems, but at a broader understanding of young children

and their difficulties as they relate to their teaching experience, social experience, and reaction to their own deafness.

Since many persons sustain their deafness in the first 5 years of life, we might well anticipate that many severe emotional problems result, since these years are the most turbulent and critical in the emotional development of every person and are usually followed by a relative calm and stable period which allows a child to enter the greater, more complicated milieu of a classroom. Deafness occurring during these years is frequently misinterpreted by the child as a punishment for a wrongdoing, real or imaginary, on his part. This, of course, leads to many other confusions or misapprehensions about his deafness, his family, and the world in general, which frequently have a strong bearing on his ability to develop confidence in himself and make an adjustment to a complicated world. Even the deaf child who passes unscathed through this period is liable to have many problems in adjusting to himself and his family, because of the interference of communication that leads him to many false conclusions and misinterpretations.

On the basis of these understandings, it was felt that an attempt to understand each disturbed child in the context of his own experiential background and of his understanding of himself and the world about him, a mental-hygiene program was formed.

In general, the children at the Jacksonville School for the Deaf come from two main streams of referral:

1. Communities which have no facilities of their own. This stream contains the usual distribution from normal children ranging to the disturbed.

2. Communities which have facilities for teaching the deaf, but in which these children could not make an adequate adjustment. In this group, we find an unusually high incidence of disturbed families. In some cases the disturbance was created simply by the parents' inability to accept the deafness in their child. In most cases these families have already shown much emotional disturbance. In the latter, the child's deafness frequently became the focal point of the conflicts in the home. It is obvious that hearing children from this type of home present many behavior difficulties in the public schools. Such disturbed deaf children, you can anticipate, provide problems not only in the educational sphere, but also in the social sphere, as they live in the residential school. But very simply stated, most of these children are in a residential school because their parents can no longer help them or tolerate them in the home.

The services that the psychiatric team offers as a facility for the deaf can be roughly divided into four groups: diagnostic, educational, administrative, and therapeutic.

DIAGNOSTIC

The team can effectively recognize such conditions as defective children, children with severe organic brain damage, psychotic children, and those with severe character disturbances, as well as a variety of behavior disturbances which may be incidental to the normal development of these children or more seriously connected with a severe emotional disturbance.

In the clinical examination of the child, it is possible to gain an appreciation of the personality formation of the child and, thus, we are able to predict, to some degree, the kind of problems and situations that this child would find disturbing.

This team, through examination of the parent, or through evaluation of an adequate psychiatric-social history of the parent, determines the parental attitudes and family configuration so as to provide some measure of understanding of the problems the child had in the home, as well as the problems that the new milieu will provide in leaving the home. Not in the least, it would provide further recognition of the influence of the parents, through their letters and other types of contact on the child's behavior and adjustment.

The team offers further refined clinical diagnostic tools which so frequently reveal evidences of brain damage, which cannot be picked up in formal neurological examination or a formal psychological test.

EDUCATIONAL

Through the use of staffs under the guidance of the psychiatrist, and with the cooperation of his technical colleague, there can be an exchange of information derived from all sources of contact with the child: The teacher, the house parent, the administrator, the minister. The purpose of such staffings is to gain an understanding of the person as an individual, his problems, and techniques of handling his problems, as well as his strength.

By means of lectures and seminars, material regarding normal development can be provided to the personnel.

The psychiatrist can offer consultation for the purpose of teaching as well as diagnosis and therapeutic guidance.

ADMINISTRATIVE

The psychiatric team here can be of immense value in the determination of intake policy. This would have to be in the context of the minimum requirements of the facilities as to educability and adjustment. Techniques such as the obtaining of accurate and adequate social histories prior to admittance of the child can be appropriately discussed here. Problems relating to discipline can be discussed in terms of the group, the age, and the individual.

Evaluation of maximal benefit from the facility could be more clearly determined with the aid of the psychiatric team.

Administrative policies relating to the handling of parents, vacations, etc., could be discussed at this level.

THERAPEUTIC

Therapeutic endeavors within the structure may be direct or indirect in approach. The child can be seen by the psychiatrist or the trained social worker for the correction of an emotional problem. The parent may be called in simultaneously or individually in an attempt to solve such a problem. Indirectly the child can be dealt with through the house parent or the teacher, or through some interested person in the facility. The child might be helped through educational measures directly connected with the teaching portion

of the school. It has often proven practical to have conferences with the parent, either at the school or at a social agency near the parent. In general, therapy is not attempted unless it is clearly determined that the child could benefit from the limited techniques available in a facility which is not primarily set up for the treatment of the emotionally disturbed.

As a practical measure, to give you an appreciation of the factors concerned in so simple an act as sending a child to residential school, I would like to list a few of the problems as seen through the child's eye.

The young child leaving the home is always concerned as to whether or not he can see his parent again and, if he shall, when it will be. Children who come from disturbed homes usually have increased disturbance about leaving their parents, since their relationship has never been stabilized on secure grounds. The child is frequently frightened and concerned with the new situation, it seems strange and impersonal compared with the parental household. He quickly recognizes that he has less personal contact with adults, and finds that social life, as well as school life, is frequently more structuralized than his previous environment. There are generally fewer recreational outlets and more limited heterosexual contacts. Frequently there is a shifting of the child from one dormitory to another, or a shifting of house parents, so that the child has difficulty in establishing permanent relationship with adults within the facility. Not the least of his difficulties are the fact that he may enter the facility at an early age without formal training of communication and suddenly find himself among people who do not understand his highly individual and unorthodox signs which were effective in making his needs known to the parents.

There are a host of other problems relating to this simple change which time forbids us to consider at this time. It may be noted, however, that the child learns to substitute group values for family values, and finds certain consistency and fairness in his handling at the school which may not have been obtainable in the home and may have, indeed, been the cause of his disturbance in the home and may have necessitated his removal from it.

In conclusion, I would like to stress the importance of obtaining adequate social historical material on all children admitted to residential schools, especially those in which it is expected that the reason for the referral lies in the child's inability to adjust to the teaching facilities in his community, and strongly urge that the approach to the problems of the child should be on individual lines, in keeping with well-understood general principles of human development and behavior. [Applause.]

(Demonstration: Staff: Illinois School for the Deaf. Participants: Dr. Daniel T. Cloud, superintendent; Dr. Harold Balikov, staff psychiatrist; Mr. Thomas Kline, assistant superintendent; Miss Rosemary Farrell, supervisor of cottage life; Miss Sally Broderick, child guidance counselor; Mr. James Orman, supervising teacher; Mrs. James Orman, teacher; Mr. Alfred Bossarte, teacher; Mrs. D. F. Kaufmann, psychologist.)

(A working example of staff procedure was then demonstrated, illustrating how to get information about the child and his problem, and what can be concluded from that information.)

WEDNESDAY EVENING

A sumptuous barbecue was served to more than 600 people on McClure Athletic Field. The program following the barbecue consisted of: square dance, Dr. Alfred Brown, superintendent, and pupils from the Colorado School; a magician act, former pupils, Missouri School; music by Negro quartet.

The deaf in attendance gave a special round of applause to Mr. Glenn I. Harris, superintendent of the Montana School, for his delightful rendition of Negro spirituals in the sign language as he interpreted for the Negro quartet.

SECTION MEETINGS, WEDNESDAY, JUNE 20, 1951

SECTION FOR VOCATIONAL TEACHERS

Leader: Ralph Hoag, course director, Central New York School, Rome.

Paper: Driver Education in Schools for the Deaf, Ralph Hoag, course director, Central New York School, Rome.

Paper: The Importance of Driver Education Programs, Lewis Ellis, director, Kansas City (Mo.) division, American Automobile Association.

Panel discussion.

Paper: Driver Testing and Training Devices, Louis Burns, principal, North Dakota School.

Paper: Courses of Study and Scheduling, Mrs. L. B. Hall, driving instructor, Oklahoma School.

Paper: Insurance for Deaf Drivers, Robert M. Greenmun, instructor, Central New York School, Rome.

Panel members: Stanley D. Roth, Lloyd R. Parks, Louis Burns, Leroy B. Hall, Mrs. Leroy B. Hall, Charles B. Grow, and Robert M. Greenmun.

DRIVER EDUCATION IN SCHOOLS FOR THE DEAF

(RALPH HOAG, course director, Central New York School, Rome)

Mr. HOAG. The opening of this section meeting today is the first in the interest of furthering driver education in schools for the deaf of America. This committee made a survey of driver education in residential schools for the deaf in our country during 1949 and at that time there were nine schools actively engaged in presenting such a program, including both classroom and behind the wheel instruction. The schools offering this program are as follows:

Utah School for the Deaf, 1945, lapse 1948-49.

Oregon School for the Deaf, 1947.

North Dakota School for the Deaf, 1948.

Kansas School for the Deaf, 1948.

Central New York School for the Deaf, 1949.

American School for the Deaf, Connecticut, 1949.

Ohio School for the Deaf, 1949.

Oklahoma School for the Deaf, 1949.

Kentucky School for the Deaf, 1950.

Since the survey was conducted, the following schools have established driver education programs: West Virginia and Louisiana School for the Deaf.

VOCATIONAL ASSOCIATION OF THE DEAF

Driver education in schools for the deaf: Report of survey on driver education programs in public residential schools for the deaf: Pages 1 and 2: Record of responses from all schools.

Page 3: Information concerning the nine schools conducting programs to date (June 1950).

Reference for page 1: Desired topics for information and discussion for convention, June 1951:

1. Purchase of car
2. Training of an instructor
3. Cost of course
4. Cost per pupil
5. Insurance
6. Success of other courses
7. Testing results of deaf students
8. Textbooks
9. Courses of Study
10. Scheduling
11. Equipment that can be made
12. Minimum requirements in their States
13. Availability and sources of literature
14. Activities of agencies assisting local and national program
15. Other.

Driver education—Public residential schools for the deaf

[Information based on questionnaires, May 12, 1950]

School	Status of courses				Desired discussions for convention. (See questionnaire)																
	Have	Onset	None	Plans	Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Remarks
Alabama.....			X	Yes.....	September 1950		X	X	X	X	X	X	X	X	X	X	X	X	X	X	Need instructor. Interested. Desire program.
Arizona.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Do.
Arkansas.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Do.
California (Berkeley).....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	See questionnaire.
Colorado.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Connecticut (American).....	X	September 1948	X	None		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	No program.
Mystic Oral.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Kendall (Washington, D. C.).....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	No specific interest.
Gallaudet College.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program 2.
Florida.....			X	None		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Florida (Negro).....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Georgia (white and Negro).....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Idaho.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Illinois.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Indiana.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Iowa.....			X	None		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	See questionnaire.
Kansas.....	X	September 1948	X	Yes.....	September 1950	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Hope to start September 1950.
Kentucky.....	X	March 1950	X	None		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	No program.
Louisiana.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Cooperation of local high school.
Louisiana (Negro).....			X	Yes	September 1950	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Not interested at present.
Maryland.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	No remarks.
Maryland (Negro).....			X	None		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Not interested.
Massachusetts (Brothers).....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Few older students.
Clark.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Program to start soon.
Beverly.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Program starts September 1950.
Michigan.....			X	Yes.....	soon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
Minnesota.....			X	do	September 1950																Desire program.
Mississippi.....			X	do																	Desire program.
Mississippi (Negro).....			X	do																	Desire program.
Missouri.....			X	do																	Desire program.
Montana.....			X	None		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
New Jersey.....			X	Yes	1950-51	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.
New Mexico.....			X	do		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Desire program.

¹ See The Deaf and the Automobile.

School	Onset of course	Course includes BWT	Instructor received training (school)	Date course included BWT	Periods per week	Length of period (minutes)	Length of course (semesters)	Number students, each training period	Number students taught to date	Number students licensed	Use training devices	(a) Distance judgment	(b) Field of vision	(c) Visual acuity	(c) Visual acuity	(d) Reaction time	(e) Steadiness	(f) Other	Make of car	Car donated	Car purchased	Car borrowed (part time)	Cost to pupil	Plans to continue course	Can contribute to display	Instructor will assist	Training car to convention	Instructor	Remarks
Utah School.....	4-45	Y	Utah State.....	4-45	5 60	1/2	5	19	29	N									Fords.....			X	Non	Y	Y	N	N	Harold W. Green	Licensed course 1948-50 & 1949-50
Oregon School.....	10-47	Y	Portland teachers.	10-47	3/4 60	2	9	32	20	Y	M	M	M			P	M		Chev.....	X			do	Y	Y	Y	N	Ina Smith.....	License holders not accurate, car State owned, instructors cannot attend convention
North Dakota School.	10-48	Y	North Dakota Agricultural College.	10-48	5 5	2	4	30	25	Y	B	B	B	B	B	B	B		Chev. & Ford.	X			do	Y	Y	Y	N	Louis Burns	Students not yet of age for license (6).
Kansas School.....	7-48	Y	U. of Kansas.	9-48	5 15	2	20	40	20	Y									Chev.....	X			do	Y	Y	Y	Y	Stanley D. Roth	Students pay for license.
Central N. Y. School.	7-49	Y	Cortland teachers	9-49	5 45	1	4	8	8	Y	M	P	P	P	P	P	M		Ford.....	X			do	Y	Y	Y	Y	Ralph Hoag	Licensee B. W. T. during free time.
Central N. Y. School.	9-40	Y	New Britain teachers.	9-49	3 50	2	12	12	5	Y	B	B	B	B	B	B			Chev.....	X			do	Y	N	N	N	Albert Douglas	3 W. T. during free time.
Ohio School.....	9-49	Y	AAA Tng. Akron.	9-49	5 90	1	10	20	7	Y	M	M	M	M	M	M			Ford.....	X			do	Y	Y	N	N	A. W. Boyer Warren Schuler.	State requirement: 32 hrs. classroom, 24 hrs. in car, 6 B. W. T.
Kentucky Oklahoma School.	3-50	Y	None	3-50	6 1	1	9	9	0	N	B	B	B	B	B	B			do	X			do	Y	Y	Y	N	C. B. Geary Mr. & Mrs. Hall.	
Total.....	1-49		A. M. Okla. and A. V. Okla.	9-49	1/2 60	1	20	36	33	Y	M	M	M	M	M	M			Pontiac	X			do	Y	Y	Y	?		

Y—Yes. N—No. M—Made. B—Borrowed. P—Purchased.

The survey produced evidence that driver education is a growing program in our schools. Intense interest has been shown by the fact that 10 additional schools had definite plans under way to establish courses in the near future, some of which have been established or described above. Also revealed by respondents was the fact that 18 more schools were interested and desired to hear the experience of other schools in their programs.

In attempting to meet the growing interest in driver education this committee has enthusiastically cooperated to develop this discussion period today. The topics for discussing were selected in response to information most desired by interested schools.

A major factor in the success of driver education in the country as a whole is the support given to it by interested national organizations, automobile manufacturers, insurance companies, transportation services, law-enforcement agencies, and many others. Among them however is one outstanding group that has assumed the responsibility for educating persons, civic groups, educators, and the public of the need for establishing driver education programs and they are still at the top following through on important assistances in the organization of teacher training programs, purchase of cars, publishing of books, manufacturing of training devices and many other essentials so necessary in providing high standard driver education programs for the youth of our country. The organization I mention is the American Automobile Association and its affiliated automobile clubs throughout the Nation.

We have the distinct honor today to hear from one of the outstanding members of this organization. Mr. Lewis Ellis, manager of the Kansas City division of the Automobile Club of Missouri, has a long history of association with driver education and traffic safety.

In 1931 he was chosen by the Governor of Missouri to organize and superintend the Missouri State highway patrol and the efficient operation of this force is still following the original pattern. Subsequently he became manager of the Kansas City division of the Automobile Club of Missouri, a post he now occupies. He has been a pioneer in promoting driver education in high schools of Missouri. He is a member of the advisory committee of the State education departments of Missouri and Kansas. Four years ago he launched an adult driver education program in Kansas City which is still unique in its field. Some 4,000 men and women have gone through the course which is offered by a nonprofit organization of driver training teachers. For some years he has been a member of the national traffic safety committee of the AAA, the national sponsors of the driver education programs. He has just flown in from Washington returning from the 1951 session of this group to meet with us today.

I'm pleased to present Mr. Lewis Ellis who will tell us about the activities of national and local organizations assisting driver education programs. Mr. Ellis.

THE IMPORTANCE OF DRIVER-EDUCATION PROGRAMS

(LEWIS ELLIS, director, Kansas City, Missouri, Division, American Automobile Association)

During the 4 years of World War II Americans suffered a grand total of 1,070,000 casualties—wounded, killed, and missing. In the

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same period on the home front, 3,300,000 civilians were killed or injured in automobile accidents.

This record, more than any other bit of statistics, has brought home to our people the insidious possibilities of this gargantuan monster which we have nurtured to our bosom because of the pleasure and convenience it affords a nation that moves only on wheels.

Looking at this record, we must face up to what has become our most pressing motoring problem, indeed one of the greatest problems of modern living: "Can we learn to manage and control our cars?"

And where does the responsibility for solving this problem lie? Obviously it cannot lie with the car itself. It must find its solution in the driver himself, whose brain and hands guide and control the conduct of that death-dealing instrument.

Perhaps you will agree with me that the subject of traffic safety has produced more yardage of conversation and less of real accomplishment than any single problem we know today. Involving as it does unpredictable human behavior, it is difficult of diagnosis and treatment. But out of a pathetic groping and grasping for devices that might help toward a solution of our traffic ills, there has emerged one idea that stands out above all others, offering new hope to those wrestling with America's traffic problems, an idea that has been productive of results far beyond its most optimistic expectations.

That idea is the teaching of driver education to the boys and girls of high school driving age, of building a new generation of competent operators who will not make the same mistakes their elders have made, who will be trained in a new sense of the responsibility that falls upon the man behind the wheel.

In a few short years the program of driver education has won an established place in the curriculum of high schools and colleges throughout the country. It has been given full recognition by State departments of education. It has produced results where other means have failed. It is universally acclaimed today as offering more hope than any other single instrumentality, with the solid backing of every organization interesting itself in the problems of life in the motor age.

President Truman:

In reducing the accident rate, safe roads by themselves are not enough; we must have safe drivers. And that is the most important thing in the whole safety drive campaign, to have safe drivers.

One of the best things we can do to produce safe drivers is the training of our high school boys and girls. One third of the eligible boys and girls now receives some kind of instruction in safe driving. About half of these are getting training behind the wheel. These youngsters with driver training have only half as many accidents as those who have not had such training. These excellent records promise a great deal over the future. And every boy and girl in high school deserves the opportunity to get that training.

Norman Key:

Teaching driver education to deaf students is fundamentally the same as teaching any other students, the only difference being the method of conveying the message which describes the manipulation of the vehicle as the steps are demonstrated.

Handicapped people have developed a genuine feeling of responsibility, which is paramount in conservation of life and property on our streets and highways.

It was only a matter of 15 years ago that Amos Neyhart, then as now the administrative head of the Institute of Public Safety of Pennsylvania State College, came up with the very revolutionary idea that the teaching of driving was a proper responsibility of the schools. That theory was predicated upon the fundamental principle that it

is education's function to teach youth to live, as well as to make a living.

What has happened in the few years since is history, recognition by educators, by departments of education, by colleges and universities, by safety organizations and by Government itself. More important has been a public acceptance like few other schools' subjects have known, and a widespread popularity of the course among the pupils themselves.

In the school year just ended more than 250,000 high school students have received complete training, including classroom instruction and behind-the-wheel practice under the supervision of a trained instructor. An additional 350,000 were given the classroom phases of the course only. Nearly 5,000 high schools, representing every State in the Union, offer a full course in driver education, and some 3,500 others give classroom work only.

That is progress—amazing progress in so short a space of time. But it is only the beginning. When all of our 26,000 high schools make sure that every boy and girl graduate—and that's about a million and a half a year—is a trained driver, then we will be able to see a real cutting down of our highway accident toll and stepping-up of safe and happy motoring. That is the serious objective of the American Automobile Association, national pioneers of this program, and the organization which I have the honor to represent.

I am happy to report to you that before long we will have some authoritative facts that will show us whether driver education is worth the time and trouble and cost. There is in process a Nation-wide evaluation of the driving records of high-school graduates of this course, as compared with control groups who did not receive driving instruction. This study is being made on a uniform basis throughout the land and its data is being analyzed carefully and fairly.

In the meantime, we have significant evidence of benefits in spot checks made in a great number of separate communities. In Cleveland, students graduating from driver education classes were found to have less than half as many accidents as their untrained classmates. A study at Pennsylvania State College produced even more favorable figures. In Delaware it was found that nontrained drivers had 46 percent more arrests for violations than trained drivers. The story is similar in Massachusetts, Wisconsin, and Arizona.

An encouraging fact this course has revealed is that the average high-school student wants to learn to drive a car properly and safely. He may already know something about an automobile and a little about traffic rules and traffic hazards. He may even be able to manipulate the vehicle in a creditable manner, so far as technical skill is concerned. But his behavior in complex and critical traffic situations is another matter. There he is woefully lacking in the judgment that comes from experience and sound instruction. It is in that area that education finds its greatest field—to develop in the young and untutored the sense of responsibility and judgment so necessary to safe driving, and to guide into proper channels the misdirected ideas of the youthful driver who looks upon an automobile as a means to exploit his selfish ego.

Accident facts continue to point to the necessity for systematic training among young drivers, if they are to measure up to the

demands of modern-day traffic conditions. Recent figures reveal that 16-year-olds average slightly over 2 million miles per fatal accident, that 25-year-olds drive on the average 12 million miles per fatal accident, and that 45- to 50-year-olds drive on the average 22 million miles per fatal accident. In other words, 16-year-olds had a driving record over nine times worse, in terms of fatalities, than persons 45 to 50 years old, who had the best record. The record for all drivers under 20 years of age is five times as bad as that for the age group with the best record.

Is it any wonder, then, that drivers of younger ages have been singled out by the insurance companies for a special premium rate much higher than any other class or occupation?

What do drivers of high-school age too often lack? Many lack knowledge regarding the functioning, proper use, and maintenance of the safety equipment of their cars. Most of them are ignorant of certain important protective traffic rules. They fail to understand accident factors and circumstances. Very few have developed sound habits of safe driving. Even those who have acquired adequate knowledge and skill may not be good "citizens of the road." They think of driving as though it were merely an individual pleasure rather than a serious social responsibility. Or, because of faulty attitudes, a poorly trained young driver may be unable consistently to avoid emergencies and accidents. It is for this reason that one of the most important qualities that good early training can give to a driver is sportsmanship.

We are often asked, How important are sportsmanship and courtesy toward others in driving? Careful studies of the causes of traffic accidents have shown that courtesy and good sportsmanship are of prime importance. When accidents are analyzed we find that a large percentage of them can be traced directly to such unsportsmanlike driving practices as demanding the right-of-way, following too closely, passing improperly, driving too fast for circumstances, or failing to signal. Courtesy is such an essential ingredient in good driving that, if every driver at all times followed the rules of courtesy and good sportsmanship, we would in all probability find our traffic accidents cut at least in half by that means alone.

Now let us see what groups and organizations support this idea of high-school driver education.

For more than 15 years the American Automobile Association has made this program its No. 1 project in the field of traffic safety and has striven to win public attention to its soundness. One by one the objections have fallen by the wayside until now it is gratifying to report that there exists behind the program a solid front of support of all organizations concerned with safety matters.

In the time allotted to me I could not begin to name all the groups who have interested themselves in the field and to recount their areas of endeavor. I will attempt to enumerate some of those most outstanding and hope I may be forgiven for any omissions.

Since its first call in 1946, the President's Highway Safety Conference has highlighted driver education as the No. 1 problem today. In each of its succeeding sessions, the conference has renewed its emphasis on the program.

The National Commission for Safety Education of the National Education Association is on record strongly for driver education. Only recently it has retained as its secretary Mr. Norman Key, who

for some years has been one of the staff educational consultants of the American Automobile Association and has figured strongly in the development of the course and in the preparation of teachers.

Virtually all of the States have taken progressive action in the form of State legislation or regulations of the State department of education on the subject. Universally the State departments allow credit toward graduation for satisfactory completion of the course.

The National Committee for Traffic Safety, representing 83 supporting organizations, has made driver education its major public emphasis program.

The National Safety Council, the National Conservation Bureau, the United States Junior Chamber of Commerce, the American Legion, and a number of similar organizations have been active in developing public support.

Among educational institutions which give specialized training for teachers at the college level are Pennsylvania State College, New York University, Purdue University, Iowa State Teachers College, Cedar Falls; Kansas State Teachers College, Pittsburg; George Peabody College for Teachers, Nashville, and numerous others. Colleges and universities in every State in the Union regularly sponsor teaching institutes through the AAA staff of educational consultants. To meet heavy demands this summer, 15 part-time consultants have been added to the staff for the summer months, in addition to the full-time educational staff.

Among the organizations which have been instrumental in developing teaching materials besides the American Automobile Association are the Accident Prevention Department of the Association of Casualty and Surety Companies, the center for safety education of New York University, the National Commission on Safety Education of NEA, the National Safety Council, and of course the Institute of Public Safety of Pennsylvania State College, which was the nurse-bed of driver education and is still the source of much of its research and development.

At this point it seems appropriate to discuss the function of these supporting agencies in this field. While I am not authorized to speak for any except my own organization, I am sure the views I shall express will parallel closely those held by others.

When Amos Neyhart came to the American Automobile Association with only an idea, he came seeking a sponsor capable of supplying the funds needed for study and research and planning of an entirely new and revolutionary course of study; a sponsor with Nation-wide connections capable of building public interest and promoting on a wide basis. At that time fundamental decisions were made which have never been altered. Foremost was the decision that this was an educational program in which all matters of an educational nature—course content, text materials, manner of teaching, and the like—should be left solely to educators. It was conceived that our province would be in the field of public support, promotion, and financial assistance. We in effect have said to educators, "You decide what should be taught, when and how, then tell us what you need of us in the way of financing, promotion, and public support."

It has been a most happy relationship, which I hope never to see changed. The educational staff has been free to operate in its own way, and I am sure that freedom has had much to do with the rapid progress

the course has made. For ourselves as an organization, we have been happy to have a part in offering such a worth-while program to the public. Its success has been a source of great pride to all of us.

Who can say we are not already feeling the benefit of this program in our traffic results? By 1941 fatalities had reached a staggering total of 40,000 before the reduced mileage and slower speeds enforced by wartime restrictions produced an interval of relative safety. Since the war the number of cars in service has increased many millions, and the average mileage of those cars has reached all-time highs, yet the fatality record has scarcely gone beyond the 32,000 mark in any 1 year. Still too high, you say. It is indeed, and offers a constant challenge to the motorists to clean up their house. But when we see that the death rate per 100 million miles has dropped from 12 in 1941 and 11 plus in the war years to less than 7 per 100 million miles in 1950, there is hope for producing a better type of conduct behind the wheel.

In the time that slight improvement has been recorded, can you name one single factor other than driver education that might have contributed to the improvement? Better highways and streets? No. More highways? Emphatically no. Safer vehicles? Doubtful, considering the increased power and speed. Better enforcement? Again doubtful, in face of badly understaffed police departments all over the country.

We must resolve that gain to a better quality of driving, a better acceptance of responsibility. And that can come about only through the medium of education.

What of the future? I have mentioned the mushrooming of interest in better training of youth as drivers. The more than 250,000 boys and girls who received this training during the past year will make their contribution toward safer streets and highways, but much must be done before the possible benefits from good driver training are realized by the American people.

These trained drivers are going out into the world with a different attitude toward the motorcar than their parents had as they grew up. This is the motor age. We shall see the 50,000,000 motor vehicles now using our streets and highways zoom to greater and greater heights as the years go on. Traffic problems will multiply in even greater ratio than the increase in number of vehicles.

The drivers we shall all meet face to face on the highways of tomorrow are the high-school students of today. Whether the annual highway traffic death toll remains as high or becomes higher in the future depends largely on what kind of start today's young drivers have. The responsibility is upon us for giving them the opportunity to make the right kind of start. Let it never be said that we denied youth its opportunity.

I have a strong conviction that in teaching our boys and girls to become good drivers, to respect the rights of others, to accept the social responsibilities which fall upon the man behind the wheel, we are giving a practical and graphic expression to the processes of democracy, for sportsmanlike driving is truly democracy in action. In short, we are building good citizens, and in so doing we are strengthening the cause of democracy in a troubled world. We are building a stronger America and a better world.

DRIVER TESTING AND TRAINING DEVICES

(LOUIS BURNS, principal, North Dakota School)

To help meet the needs of driver-training instructors in the selecting and training of new drivers, the American Automobile Association has developed a number of training tests or teaching aids which today play an important part in the high-school driver-training program.

There are 21 teaching aids as far as I know. Some are used in the classroom, others in field work. They may be purchased or borrowed from the American Automobile Association. But some of these devices may be made in the average school shop from plans furnished by the triple A.

However, material shortages has limited the number of teaching aids for loan. Requests should be sent in 1 or 2 months in advance of the date the tests are to be given. When they are available, they will be scheduled for periods of 1 or 2 weeks. The only charge is for transportation from and to Washington, D. C.

Besides being one of the most effective means of creating and maintaining interest in driver-training, these devices are invaluable for bringing about in the minds of boys and girls many factors involved in driving. The tests point out deficiencies which may be corrected or compensated for by more careful driving.

A person not conscious of his deficiencies is likely to feel that he can drive as fast and take as many chances as the normal individual. But if he knows that he can see only half as far at night as the average, he is likely to exercise greater caution and perhaps do less driving at night.

These tests, if properly administered, will also give an indication of potential possibilities of the individual as a driver. Whether or not he will develop them will depend upon his ability to learn and apply what he learns.

A driver may have very good vision and very quick reaction time, but if he drives too fast for conditions, or follows other vehicles too closely, he is likely to get into trouble. Even a person ranking high on an intelligence test may fail a course if he does not apply himself.

Boys and girls taking these tests soon realize that safe driving is not a simple function. They are quick to discover that safe driving depends upon the physical condition of the individual, his mental alertness, training, experience, emotional stability; attitude, and willingness to follow safe and skillful driving practices.

I am sure you will be interested in learning something about the different teaching aids, the purpose of each, and what the individual driver can do to correct or compensate for any deficiencies he may have.

The visual acuity test measures the ability of a person to see details at a distance. Persons with poor vision should first be fitted with proper glasses. If this does not bring their vision up to normal, they should compensate for this deficiency by being more alert and by driving slower. These persons cannot see warning signs, holes in the road, and other obstructions as quickly as the person with normal vision.

The fact that the driver gets practically all the information about his surroundings through his eyes, it is highly important that he have

good vision so that he may obtain a true picture of the roadway, other traffic and pedestrians.

The distance judgment test is used to measure the ability to judge distance. Situations on the highway where distance judgment is important include overtaking a parked car or moving vehicle, estimating space when getting back into the proper lane after overtaking, and when parking or performing other maneuvers in a restricted area.

Persons who have difficulty in judging distance should overtake other vehicles only where there is ample clear space ahead, allow greater distance than average when following other vehicles, avoid driving in heavy traffic where space is limited, and be extremely careful when making maneuvers in restricted areas.

Persons who can see well during the day cannot always see equally well at night. For that reason, some measure of the ability to see with little light or to see against a strong light is important.

The fact that the traffic death rate at night is three times as high as during the day is evidence that many persons cannot see well enough at night. To discover how well a driver can see at night, we use a night vision test and a glare acuity test.

Seeing at night is dependent upon a number of factors other than the sensitivity of the eyes. Following are some suggestions for safe night driving:

1. Persons with subnormal night vision should avoid night driving.
2. Allow 30 minutes to become dark adapted before driving in a blackout.
3. Avoid lighting matches or turning on dash lights. Keep them as dim as possible and turn on only as long as necessary.
4. Practice driving by feel so that you depend less on vision for locating the controls.
5. Let your eyes wander over the road ahead so that faint objects may be picked up by the most sensitive parts of the eye.
6. Eat a well balanced diet. In general, the taking of certain vitamins will help if the diet is deficient in vitamins, but will not help if the diet is normal. (We all know that a few drops of oil will help a dry bearing, but a quart of oil will be wasted on a bearing already well oiled.) Recommended foods include fresh vegetables, green salads, fruits, cream, butter, cheese, eggs, meat, liver, and fish.
7. Get plenty of rest before starting on a trip, so that you will not be easily distracted.
8. Keep windshield clean. Keep battery fully charged and headlights at maximum efficiency. Use lower beam when meeting cars, and watch the right edge of the road or the centerline if plainly visible.
9. Above all do not overshoot your headlights. Keep your speed down at night so you can always stop in the clear distance visible ahead.

The field of vision test is used to measure, in degrees, how far an individual can see to either side while looking straight ahead. The eyes are so constructed that in order to see details best a person must look directly at the object. However, it is possible to notice objects over a wide field without being able to make out the details.

In driving, a person looks straight ahead to read signs and observe other traffic on the highway as well as the condition of the road ahead. A driver is also able to detect pedestrians, vehicles, and other objects which may approach from the right or left. Most persons are able to detect these over a total field of vision of at least 180 degrees. But some drivers are handicapped by having this field restricted so that they may miss some of the hazards approaching from the side. A field of vision of less than 140 degrees is generally considered a serious handicap to safe driving. Drivers so handicapped can do much to overcome it by—

1. Reducing speed where vehicles or pedestrians might be approaching.
2. Using an outside rear-view mirror on the left.
3. Turning his head slightly to look both ways at intersections and at other dangerous points.

Color vision tests are used largely to detect those persons likely to have trouble in distinguishing the different colored lights, such as those used in traffic signals and highway warning lights. Persons with deficient color vision should drive with extra caution. In more serious cases, it may be necessary to restrict a person's driving.

Most persons have one eye which is somewhat stronger than the other and tends to do most of the seeing. In cases where only one eye can be used, for example, in sighting a gun or operating a microscope, the dominant eye is usually used. The eye dominance test is an objective measure for determining which eye this is. If one eye is much more dominant than the other, it is likely to do most of the seeing with the result that objects approaching on the side of the non-dominant eye are not likely to be noticed. Also if correction is not made, the weaker eye may tend to become weaker because it is not used and exercised as much as the dominant eye.

The activity test is designed to measure muscular coordination. In this test the individual moves a key up and down as rapidly as possible during intervals of 10 seconds. A few individuals under strain become tense and "freeze." Other persons are just slow and unable to move quickly. In driving, rapid movements properly coordinated are often necessary to avoid trouble. This test tends to point out those persons who are slow to move and those who ordinarily move rapidly but when excited lack control. Another test to measure muscular coordination is called the steadiness test. This test is a vertical slot which is made wide at the top and narrow toward the bottom. A person tested moves a stylus downward until he touches one of the sides when a light flashes to indicate his score.

A driver must have the necessary strength of grip to handle a car efficiently. By means of a hand dynamometer, strength of grip can be easily measured. A strength of at least 60 pounds in the stronger hand and 50 pounds in the weaker hand is considered a minimum for safe all-round driving of a passenger car. Persons with less than this should drive only cars that brake and steer easily.

In driving, it is not only necessary to see well but also to make the proper reaction promptly. By means of a simple device called the reaction test, the time required to move the foot from the accelerator to the brake can be measured. Persons slow to react should avoid fast, heavy traffic, allow more distance between them and the car

they are following, and, in general avoid the necessity for sudden stops by driving more slowly where traffic hazards exist.

The road training devices are made up of the following:

1. Tumbling cylinder decelerometer.
2. Brake reaction retonator.
3. Jerk recorder.
4. Stanchions.

The tumbling cylinder decelerometer is a simple foolproof device which is placed on the floor of the car for measuring brake efficiency.

The brake reaction detonator is used for measuring the driver's reaction-time distance and the braking distance of the car by making marks on the road surface. A .22-blank cartridge forces a piece of chalk on the roadway at the desired points.

The jerk recorder is a device that has been developed to measure smoothness of motor-vehicle operation. It measures sudden stops and starts. It is assumed that a good driver will have the foresight to see traffic conditions ahead so that he is not caught in emergencies requiring sudden stops. The driver who operates his car smoothly has lower maintenance and operations costs.

Stanchions are used on the roadway for giving the various driving exercises, such as parking, driving through narrow limits, and so forth.

To familiarize the new driver with some of the mechanical operations of the car, the Triple A now has such working models as the:

1. Steering mechanism.
2. Clutch.
3. Universal joint.
4. Differential.
5. Transmission.
6. Piston, valves, etc.

Another useful teaching aid is the magnetic traffic board which the driver training instructor can use to show correct driving practices.

COURSE OF STUDY AND SCHEDULING

Mrs. L. B. HALL (driving instructor, Oklahoma School). Our drivers' training in the Oklahoma School was started in January 1949. Mr. Hall took the drivers' training instructors' course at Oklahoma Agricultural and Mechanical College during the Christmas vacation in December 1948. The course lasted 1 week, 8 hours a day. One-hour college credit was given for the course.

He started our first class in January. The class period is during our activity period, 1 hour per week in the classroom. We use as the text "Sportsmanlike Driving," published by the American Automobile Association, and as extra references "Man and the Motor Car," by Alfred W. Whitney, published by Peter F. Malloa, Inc., New York; also, the Drivers Manual issued by the Oklahoma Department of Public Safety and numerous safety films.

We were unable to get a car until too late in that spring and the 5 seniors in that first class did not get the "behind the wheel" training or their licenses while in school, but the 15 who returned to school took their training in the car the next fall.

We have enrolled 20 in the class each fall. We have about 36 hours in class periods, studying the text; also, they make individual scrap-books or some interesting project pertaining to driving.

One boy made these road markers. He was a football player and on one of his football trips he took his notebook and made a list of all the different road markers he saw on that trip. Later he made these miniature markers in shop. Another pupil wrote to the highway-safety department of each State asking for their drivers manual or code of the road of their State. This made a very interesting book and was very informative.

We had several reports on the different rules of driving and laws in the different States. This information made them understand that correct signaling and driving in one State might not be correct in the other States.

We also have a few testing devices with which we can test reaction time, distance judgment, field of vision, hand steadiness, visual acuity, and brake-reaction detonator. Some of these were made in our shop.

We also use a great many of the tests and this year the AAA had a nice project workbook for the pupils to use in connection with the text.

We try to have every senior or pupil a licensed driver before leaving school, and, as you know, some of them are not capable of really reading and understanding all the material that is in the text. In such cases we use a great many pictures, cartoons, and illustrations of correct and incorrect driving to put over the ideas.

In the 3 or rather $2\frac{1}{2}$ years we have had drivers' training we have enrolled 60 pupils; 5 graduated before we obtained a car, 1 failed his driver's test, 1 never attained a sufficient proficiency to be allowed to take the test, and 1 quit school in the middle of the year, leaving 52 who got their licenses.

Now, as to scheduling, I fear this part will be of little help to those who are interested in starting the course. Mr. Hall's time is so full he felt that he could not do justice to "in-the-car training" and he felt that he could not ask any of the other teachers to pay their own expenses and give their time to take the course. Therefore, I took course during August from the University of Oklahoma. The course was 1 week, about 8 hours per day, but it is now of 2 weeks' duration, and they also give 2 hours' credit.

Because of a very full schedule of academic work, shop work, and athletics, we can find no time except after school, on Saturdays and Sundays, to get in our "behind the wheel" training. We get in much of that training driving to and from athletic games. The beginning training is given on more isolated roads. We are allowed to use the car on any trips, such as FFA and FHA meetings, football trips, basketball trips, and so forth, and at that time we use pupils who are ready for highway driving.

Before they complete their training and take their drivers' tests we make trips to larger towns and give them actual training in parking, different types of stop lights, and so forth. We have tried to work out a schedule during school hours, but so far we have not been able to do it.

I think driver's training is a splendid program, and we plan to continue it. I believe this covers our course, and if you would like to ask any question about our program, I'll be glad to try to answer.

INSURANCE FOR DEAF DRIVERS

(ROBERT M. GREENMUN, instructor, Central New York School, Rome)

Mr. Chairman, ladies, and gentlemen, we like to brag that the deaf are the world's best drivers, and we are convinced that this is actual fact. We know, however, that accidents will happen even in the best of families, and that deaf drivers, like all others, should be well informed about insurance.

Deaf boys and girls who take the driver-training courses in our schools should be made aware of their responsibility, not only to drive safely, but to advertise their ability to an uninformed and suspicious public. They should be made to realize that if they are involved in an accident, or in a violation of a traffic ordinance, the fact that they are deaf will mean more than the ordinary amount of publicity given to their case, and a tendency on the part of the uninformed to blame their deafness for whatever happened. They should be impressed with the fact that it is foolhardy for them to drive a single block without adequate insurance coverage.

We know of cases where deaf drivers were involved in accidents which were not in any way their responsibility, yet where public prejudice resulted in unfavorable verdicts against them. Had these drivers been insured the company insuring them would have furnished counsel to insure that the true facts were brought before the public.

There is no discrimination against the deaf where collision or comprehensive (ACV) insurance is concerned. It is still difficult, however, for the deaf driver to obtain public liability and property-damage insurance. While few policies carry restrictions on their issuance to deaf drivers, directives from home offices to agents frequently do result in the deaf being unable to obtain policies in certain companies. A few years ago, before there was such stringent supervision of insurance companies by State insurance departments as is now the case, there were many instances of policies being sold to deaf drivers year after year, only to be repudiated by the company, with return of the unearned premiums, when a claim was presented. We seldom hear of such tactics now, but it is always wise for a deaf driver to insist that the statement, "Policyholder is deaf," be typed prominently on the face of the policy, so as to become a valid part of the contract. If this is done the company will have no grounds on which to repudiate the contract.

Most insurance companies know of the good record of deaf drivers. Their reluctance to issue policies to such drivers is not any reflection upon their driving ability, but upon the recognized fact that a deaf man is a poor witness in court. Because of his difficulty in communication, he frequently is unable to obtain satisfactory witnesses when involved in an accident. One of the things which we must teach our deaf driver trainees is the importance of obtaining names and addresses of all persons who may have witnessed an accident. We must train them, too, in the proper method of making out an accident report, and in notifying the proper authorities and their insurance companies promptly in the event of an accident.

As more and more State legislatures enact financial responsibility laws it becomes more vital that deaf drivers be informed of the penalties that can be levied upon them if they do not carry adequate insurance. This is clearly an important function of our driver instructors.

An unfortunate—at least as far as the deaf are concerned—by-product of these financial responsibility laws is the assigned-risk plan. This plan came into being when the State bureaus of motor vehicles realized that they were licensing drivers that were unacceptable risks to insurance companies, and that if these drivers were unable to obtain insurance either the licensing laws or the financial responsibility laws could be held in conflict and invalid. Under the assigned-risk plan, a person who is denied insurance by three different companies may appeal to the State insurance commission or other designated authority, and one of the companies doing business in that State will be assigned the risk. The company, because of the greater risk involved, is allowed to charge a higher premium, and acceptance of such a policy is in a way admittance of the fact that the insured is a substandard risk. Our deaf drivers should be informed of this fact, and cautioned against insuring under this plan. It is not necessary, for every deaf driver with a good record can now obtain insurance at standard rates.

The National Association of the Deaf is at the present time negotiating with several companies that have denied policies to deaf drivers, and the bars are being lowered. Many agents will now accept applications from deaf drivers at regular rates. In the event that such an agent is not located nearby, application for coverage may be made to the National Fraternal Society of the Deaf, 433 South Oak Park Avenue, Oak Park, Ill., which will pass such applications along to a Chicago agency for a well-established old-line insurance company, and a policy will be issued, providing, of course, that there are not multiple handicaps, or the driver has been refused insurance by other companies for a bad record.

It should be the duty of every driver-instructor to know where deaf applicants for insurance in his State may obtain coverage. Our driver instructors can render real service also, if they will contact agencies or companies which refuse deaf applicants and seek to get them to revise this policy. Most of such refusals are the result of uninformed prejudice, rather than any actual documentation of the records of deaf drivers, and often when the true fact that the deaf driver is, on the whole, the world's safest, is brought to light these prejudices will vanish and justice will be done to a group of people who have seldom been brought to unfavorable attention where the operation of motor vehicles is concerned.

SECTION FOR ART

Chairman: Mrs. Helen Callicotte Condon, fine arts department, New Jersey School for the Deaf, West Trenton, N. J., section committee leader, presiding.

Report on results of survey: Amount spent for supplies; number and percentage taking art; vocational situations and possibilities.

Slides: Work from the Illinois School for the Deaf, Miss Edith W. Jordan, art instructor.

Problem discussion period: Bring all your questions and problems relating to art, and get others' opinions.

Demonstration: Silk screen printing, demonstrator to be announced.

Art exhibit: (1) Drawings and paintings by children of all ages; (2) crafts from numerous schools.

PROBLEM DISCUSSION PERIOD—DISCUSSION OF ART PROBLEMS

During the discussion period held on Wednesday morning, June 20, 1951, the five following questions were raised. It may be questionable whether the problems were solved to the satisfaction of the

audience, but the following conclusions were arrived at in answer to the questions.

1. What motivation do you suggest for 5- and 6-year-old children?

It was suggested that the teacher try to get the children to draw something they have seen or done recently. The holidays throughout the school year were suggested as possible subjects of illustrations, being something the children understand and have their own opinions on. It was also suggested that the teacher draw for the children and have them imitate in their own way the subjects presented; because of their immaturity the children cannot copy the original drawing and they will always have their own innovations to add.

2. How much value do you think finger painting has as a medium for primary levels?

The actual educational value of finger painting in the lower grades is practically nil. As a variety medium it is nice to experiment with, but its draw-backs outweigh its good points. It is supposed to allow for more freedom of arm and hand movement, but young children use large crayons and brushes with much the same motions. It is more messy than easel painting, and more expensive. Young children usually do not use the pressure necessary to get enough contrast between paper and paint.

3. Is copying in the lower levels permissible, especially considering their lack of vocabulary?

Copying should never be permitted, regardless of what excuse is used. Young children have ideas of their own. Even if their vocabulary is limited, their drawing may express things which they are not able to express in words, and offer the instructor an opportunity to give them words to go with their drawings and as a basis of understanding. The mimeographed shapes to be colored-in comes under the same classification as copying, more often called "busy work" or "seat work."

4. Should the young, say age 6, be instructed by a trained art teacher?

Yes—providing said art teacher can work at their level. The ideal situation would be to have two art teachers. One who is especially trained for lower grades and the other for advanced and vocational training. This situation is practically nonexistent. The next best situation is to have a well-trained art teacher who is capable of supervising the primary teachers in their art work for the lower grades and who can do the actual teaching of the advanced work. One of the chief problems in all schools lies in the lack of art training of the average classroom teacher, who must cover so many fields, and art is the one thing most often ignored. The third best situation is to have one well-trained art teacher instruct as many levels as possible, primary and advanced work. This may involve a different daily schedule throughout the entire week.

5. Should a deaf child who shows possibilities in cartooning be encouraged, and what special art training would you suggest?

Any specialties with outstanding abilities should be encouraged and if guided correctly may develop into a profitable vocation. As for cartooning, the child must have very good language, a sense of humor to be appreciated by hearing people and lots of imagination. After general art training, he should specialize in pen and ink, and

brush techniques for reproduction, some photoengraving and printing practice, and experience in the various methods of rendering for the printed page, such as Ben Day, burgess, zip-a-tone, etc. Because as a cartoon artist he must know how to make his drawings correctly and also know what happens to his drawing in the process of reproduction until it is published.

Aside from the discussion on the above questions, the group also brought up the need for an art educator on one of the general session programs. It was felt that with so many things going on at the convention at the same time, that each section might be granted some time on the general programs, thus giving superintendents and principals an opportunity to gain knowledge of more specialized fields.

GENERAL SESSION, THURSDAY, JUNE 21

Presiding: Dr. Leonard M. Elstad, president, Gallaudet College, Washington, D. C.

Address: Arthur Hill, Chief, Exceptional Children and Youth, United States Office of Education, Washington, D. C.

Paper: An Original Language Scale, Dr. Richard Brill, superintendent, Southern California School for the Deaf, Riverside, Calif.

Paper: A Psychological Testing Program, Dr. Helen S. Lane, principal, Central Institute for the Deaf, St. Louis, Mo.

Paper: Needed Research—What the Schools for the Deaf Can Do About It, Dr. Irving S. Fusfeld, dean, Gallaudet College, Washington, D. C.

Paper: The Effects of Glutamic Acid Upon the Slow-Learning Deaf Child, and Movies: The Deaf Post-Rubella Child in School, Dr. Edna S. Levine, psychologist, Lexington School for the Deaf, New York City.

Open Discussion.

Paper: The Purpose of the Nursery School at the Rhode Island School for the Deaf, Miss Margaret Gruver, assistant principal, Rhode Island School for the Deaf, Providence, R. I.

Demonstration: Pupils from the Illinois School for the Deaf, Joe Giangreco, teacher.

Paper: The Deaf Child Under Seven, Miss Ruth Orenbaum, principal, Dallas Institute, Dallas, Tex.

Paper: Days and Ways in the Nursery at Mary E. Bennett School, Mrs. Evelyn Stahlem, principal, Mary E. Bennett School, Los Angeles, Calif.

Demonstration: Pupils from Evangelical Lutheran Institute, Detroit, Mich., Miss Mary Stack, teacher.

EVENING PROGRAM

Business Session.

Reports: The Midcentury White House Conference, Fred L. Sparks, Jr., superintendent, Central New York School for the Deaf, Rome, N. Y.; The Deaf and the Hearing Public, Richard L. Joutas, associate director, American Bureau of Public Relations, National Association of the Deaf, Chicago, Ill.; The European Trip, Dr. Leonard M. Elstad, president, Gallaudet College, Washington, D. C.

SECTION FOR DEAF TEACHERS

Paper: Cartoons as a Visual-Aid in Teaching the Abstract to the Deaf, Dr. Powrie Doctor, Gallaudet College, Washington, D. C.

Paper: The Deaf Teacher, Edmund B. Boatner, superintendent, American School, West Hartford, Conn.

Open discussion.

SECTION ON SUPERVISION

The Essential Qualifications of a Good Supervising Teacher, Katherine McMillan, supervising teacher, Alabama School, Talladega, Alabama. Supervision in Schools of the Northwest, Mr. Lewis M. Mayers, principal, Oregon School for the Deaf, Salem, Oreg.

Supervision as Authorities See It, Mr. Ben E. Hoffmeyer, principal, North Carolina School for the Deaf, Morganton, N. C.

SECTION FOR VOCATIONAL TEACHERS

Critique and Summary of Vocational Section Convention Accomplishments and Resolutions, Rudolph Wartenberg, chairman of resolutions committee and committee of vocational teachers.

Business session: Vocational Association of the Deaf and the Vocational Section of the Convention.

Report of nominating committee.

Election of officers.

THURSDAY MORNING, JUNE 21

(Dr. Leonard M. Elstad, president, Gallaudet College, Washington, D. C. presiding.)

Dr. ELSTAD. Today we are going to talk about REsearch, or, if you would rather, we will call it reSEARCH. I didn't get a chance to look at the dictionary. I intended to but I don't know where the library is here. I have heard it pronounced both ways. Certainly we are always searching for the truth in the education of the deaf, and after we search it isn't enough; we have to do some research and find out what is true. We never know all the answers and until research has done its job we really don't know whether we have the last word in the education of the deaf. We have experts with us today to help us in this problem.

The first time—the only time I met Mr. Hill was over a microphone over a table 2 months ago when we were making a recording for a 15-minute broadcast that was to tell all about the education of the deaf in the United States, and we were to do this in about 15 minutes. I went home and tried to get it on the radio but I didn't have an FM attachment, so I never did know how it sounded., [Laughter.] Mr. Hill is new in the city of Washington, but he is going to do big things. We got to know Dr. Martens very well and we are going to miss her at our meetings, but it is always fine to have a good replacement. There is no topic for his speech here. That reminds me of a boys club meeting which was held in Minnesota a few years ago. I happened to know both the speaker and the toastmaster. These two men were discussing the topic of the speaker. He said he didn't have any, and so the toastmaster said, "Well, I'll give you a good build-up and then you name your own topic," so the program went on, and, as so often happens, there were many short speeches, and one of them took on greater proportions, and this man became worried, so he took his program and wrote across the top of it, "My speech is dying by inches," and passed it down to the toastmaster. The toastmaster read it and acknowledged receipt of it by bowing his head. When he got up to introduce this main speaker, he gave him his usual fine introduction and then said, "Now, Dr. Henning will speak to us on 'Dying by Inches'!" [Laughter.]

I don't know what the topic is going to be this morning, but I know it isn't going to be "Dying by Inches." We are very happy now to hear from Dr. Arthur Hill, Chief of Exceptional Children and Youth, United States Office of Education, Washington, D. C.

ADDRESS

(MR. ARTHUR HILL, Chief, Exceptional Children and Youth, United States Office of Education, Washington, D. C.)

Dr. Elstad, and members of the convention, I come to you as a very frustrated man this morning. Before I left Washington I went through my little brown book and picked out a very rare collection of stories that I expected to tell to Dan Cloud. I waited in my room until a very late hour last night but Dan did not appear, and after seeing him last night with some very nice looking ladies, I decided that perhaps my stories were not nearly as inviting as they should be. [Laughter.] I am not sure but what Dr. Elstad's remarks might have been turned around, and I might now announce, "The audience will now commence dying by inches." [Laughter.]

It is both an honor and a privilege to be able to appear before your convention and the representatives of your profession. Since I am not a specialist in the techniques of teaching the deaf, it would be rather presumptuous for me to carry on a discussion of research in your very technical field of education. However, I am personally most interested in what can be done to provide suitable educational experiences for children with hearing handicaps and at the administrative level have been dealing with programs for deaf children for a good many years.

I wish to bring to your convention the greetings of the Office of Education, especially from Dr. Mackie, with whom many of you have had rather close contacts in her capacity of specialist for schools for the physically handicapped. The Office of Education would like to be more active in your field of education, but it is difficult to do justice to all phases of special education with the very limited staff that is available. In the past, some publications have been produced by our section in the field of the deaf and a rather intensive study of one State school was conducted a few years ago. At present, we are attempting to maintain our references and bibliographies for your use and to develop ways and means by which teachers and administrators may be assisted in instituting and maintaining school programs for deaf children. Dr. Mackie is at present on an interagency committee which is investigating the availability of research funds for various educational projects and on the agenda for the near future is a project on instructional services to the deaf. We hope that we can increase our services to you and invite you to work with us in our mutual endeavors.

There is much that your organization can contribute to improving school facilities for deaf children. I hope that in your deliberations at this convention you will discuss some of the less involved aspects of research in the field of the deaf, aspects that apply to the administration of a good day-school program for the instruction of the deaf; and of the social adjustment factors relating to day- and residential-school experiences, as well as the more involved technical phases of instruction. You may accept these suggestions only as the observa-

tions of one schoolman who, for a number of years, was concerned with how to meet the needs of deaf children in a local school system. From any other standpoint, I can hardly be regarded as the voice of experience.

The instructors of the deaf belong to a vast special education movement that is literally sweeping the country. The increase in emphasis on special education provisions in State and local schools is well illustrated by constantly increasing enrollments in classes for exceptional children. Perhaps a part of the advance in special education facilities may be attributed to the manner in which special educators have presented a united front in their activities and programs. Special education in any of its aspects can hardly afford to be piecemeal or independent in its interests and activities. As special educators, we are all interested in not only our own particular phase of special education but also in the educational program in related fields. For this reason, I thought that my best contribution to your convention might be to review rather briefly what is going on in special education and what the implications of future developments may be, especially insofar as teacher education and recruitment are concerned.

First, I would like to do some exploration into statistical research in the future of special education—particularly in the field of the deaf.

In reviewing enrollment figures, we find that special education made notable advances in its coverage—the number of children served—between the years 1940 to 1947. This increase was consistent with previously recorded advances. While school enrollments were decreasing 7 percent, the number of children in special schools and classes increased over 20 percent. This increase was undoubtedly the result of greater importance being attached to the education of handicapped children by educators and the general public which supports and maintains public education. Over a period of more than 15 years up to 1948, the education of deaf and hard of hearing children involved increased enrollments of more than 46 percent, while in the same period, general school enrollments decreased 7 percent. It is obvious that the recognition gained in the general field of special education has been well reflected in your own field of the deaf.

As interesting as these facts may be, a projection into the future may easily give us cause for alarm rather than the satisfaction which comes out of the recognition of past achievements. As you are well aware—particularly if you are teaching in public day schools—our sources of raw materials have assumed a productivity far beyond normal expectations since the close of World War II. Conservative estimates made by the United States Office of Education statistical staff indicate that our public day school population will increase about 23 percent between 1948 and 1955 and by 1960, we will have approximately 37 percent more children in school than we had in 1948. What does this mean in terms of services to deaf and hard of hearing children?

Ignoring the fact that, in 1948, our coverage of deaf and hard of hearing children included only a relatively small percentage of all such children needing special education services, we may expect that the incidence of children with hearing handicaps will increase proportionately with the increase in school population. On this basis, alone, there should be 6,500 more deaf and hard of hearing children

in our residential and day school classes in 1955 than there were in 1948 and over 10,000 more in 1960 than in 1948. If our special education legislation continues to make it mandatory and easier for the States to set up and maintain such facilities, we may add to these figures on the basis of more complete coverage. However, let us investigate the implications of mere population increases alone.

Of the 28,000 pupils in day and residential classes or schools for the hard of hearing and deaf in 1948, 37 percent were classified as hard of hearing and many of them may be presumed to have been receiving supplementary lip-reading instruction rather than full-time instruction in classes or schools for the deaf. Presuming again that the total enrollment of deaf and hard of hearing children will increase in proportion to the general school population, we may expect in 1955 that there will be 2,400 more hard-of-hearing children in need of lip-reading instruction compared to 1948 and 4,100 more children requiring full-time services of teachers of the deaf. These figures, obviously out of proportion, should be more hard of hearing than deaf. In 1960, these increases over 1948 should be 3,700 for lip-reading services and 6,300 for full-time instruction. And now may we attempt to interpret these projected enrollment increases in terms of teacher needs. For the sake of brevity, may we assume that an itinerant lip-reading teacher in a public school can serve, on the basis of present standards, 50 children and that the teacher of the deaf can accept a maximum load of 8 pupils. I assure you that these figures do not constitute a sanction for these standard class loads. However, using such figures we arrive at the following very alarming estimates:

In 1955, our schools will need 48 more lip-reading teachers and more than 500 more instructors of the deaf than were employed in 1948—and this increased personnel could only serve the same proportion of the total needs which were met in 1948.

In 1960, the estimates would indicate a need for about 75 additional lip-reading teachers and nearly 800 teachers of the deaf, compared to the number employed in 1948. Unless these increases in professional personnel can be reached we will serve proportionately fewer deaf and hard-of-hearing children in 1955 and 1960 than we served in 1948.

My figures are not given to you as a basis for immediate acceptance and action. However, if your committee on research wants a project to work on, I would suggest that they take the statistics from which I obtained my data and interpret them carefully in terms of instructional needs. Granting room for errors and the ameliorating effects of modern medical research, please keep in mind that the number of deaf and hearing handicapped children under instruction in 1948 represented only a small percentage of those children needing such services. Furthermore, special education is on the march, and legislation bringing such services to the doorsteps of handicapped children is becoming effective in more States each year. This trend in itself would tend to affect any errors in the data growing out of improved medication and other factors.

The big questions, of course, are:

1. Are our training facilities adequate to provide for the foreseen needs?
2. How can we recruit the necessary personnel?

The first of these questions can be answered best by those of you who represent teacher-education institutions—but the answer to that question is quite dependent upon the answer to the second question. And that brings us back to a consideration of special education in general, for the field of the deaf is a part of a bigger field which embraces the education of all handicapped children. The situation relative to increasing enrollments and teacher needs in the other areas of special education are equally as acute as are the needs in the field of the deaf. As a matter of fact, the expansion of facilities in some of these areas has been more rapid than in your own area. While, in the education of the deaf enrollments in day and residential classes had remained somewhat static over a 10-year period prior to 1948, some phases of special education indicated tremendous gains, despite decreases in the general school population. These were the increases resulting from a more general recognition of needs. During the next 8 to 10 years, these increases due to more adequate recognition of needs together with the factor of increasing population should result, in most areas of special education, in enrollment increases that may go beyond the bounds that we have foreseen for the education of deaf and hard-of-hearing pupils.

There are a number of additional trends in special education that are important for all teachers in the field to recognize:

1. Special education is increasing in breadth.
2. Special education is increasing in scope.
3. Special education is becoming more specialized, and therefore more demanding in its training and qualifications.

May I discuss these trends briefly and attempt to point out some implications for you, the instructors of the deaf.

First, the trend toward increase in breadth. Special education traditionally has been an elementary school program. This has been especially true in the field of the mentally retarded, although opportunities for the deaf in public day high schools are also few and far between. It is probable that, until recently, it has been customary to identify school placement with levels of achievement rather than with social interests and maturity. Thus the pupil whose handicapping conditions retarded achievement was identified with his grade level in reading or arithmetic rather than with his age peers. For a number of years, there has been a definite tendency to regard as of most importance the social levels of handicapped pupils rather than their academic achievements. This, coupled with the desire of handicapped children to remain in school for a longer period of time, and the refusal of employers to hire youth under the age of 18 has forced special education into the upper school levels. It is now quite common to find special education programs operating through the high schools. Insofar as deaf children in day schools are concerned, my guess would be that the movement into the high school grades is usually achieved by transfer from the day school for the deaf into the regular high school classes or to residential schools, for in 1947-48 there were only about 300 pupils reported in high school classes for the deaf in day school programs.

It is probable that many high school age deaf children transfer from day-school programs to residential schools during or just prior to their adolescence. This is probably desirable considering the absence of high-school facilities in the day schools. But, in view of the

general tendency for handicapped children to move on to the high-school grades, we might stop to consider the advisability of extending some counseling and continued instructional services into the secondary schools for a number of deaf children who might make satisfactory adjustments to regular high-school programs. We know that some of our deaf pupils make adequate adjustments without continued services. Would the percentage be greater if some assistance were available?

The broadening of the special education program has not only occurred at the upper educational level; there is a definite trend toward preschool facilities for several types of handicapped children. In your own field of the deaf, you have pioneered in this type of educational services since many day and residential classes accept deaf children at early ages. In the education of severe orthopedics—especially the cerebral palsied—we find the same tendency; classes for blind babies have been established in several places, and at the University of Illinois there is an ongoing research project on the education of preschool age mentally retarded children.

The effect of these movements—upward and downward—in the extension of special education will be to put a premium on teacher education in the various areas of special education for specific levels of instruction. It is apparent that our teachers must be trained not only in greater numbers, but also to meet specific needs within specific areas of handicapping conditions. It may be one thing to be a teacher of the deaf for general elementary instruction but quite a different thing to be a teacher of nursery-school-age deaf children or a counselor for the deaf at the secondary level.

Next, may we consider the increase of scope in special education.

A week ago, in the Office of Education, we held a conference on the education of severely mentally retarded children. For many years school districts have provided special education for so-called low I. Q. children, but it has usually been considered unfeasible to extend services to children measuring below an I. Q. of 50. Recently organizations of parents of mentally retarded children have been organizing until at the present nearly 100 such groups have enrolled about 20,000 dues-paying members. These associations have pointed out that many retarded children who have been rejected from special classes in the public schools are trainable and possibly may adjust permanently to a sheltered environment. As a result, many schools are instituting pre-special classes for more severely retarded children, and the movement has resulted in legislation providing for these classes in several States. This is only one of the new movements in the expanding field of special education.

There are several other definite trends toward expanding areas of service that are now relatively underdeveloped. Many of you will recall the recent booklet published by the National Epilepsy League and the International Council for Exceptional Children in which attention was focused upon the education of the epileptic child. In 1947-48 only 324 epileptic children in the United States and its Territories were being taught in special classes by just 15 teachers. Likewise, there have recently been published two important books on the education of the gifted child. In 1947-48 in only 10 States were special classes for gifted children maintained, the great majority of these being located in two or three of the largest cities. There is evidence

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that in these two areas renewed interest is being focused upon the need for special educational services and that special education may assume much more responsibility for epileptic and gifted children than it has in the past.

As instructors of the deaf, you belong to a virile and developing field of education. Special education is on the move, but in this progressive movement there are problems that will affect every phase of special education, including your own. As we expand our activities, we multiply our needs for leadership. We find States and cities ready and willing to increase both the breadth and scope of their special education programs in both day and residential schools, but the movement to do so is invariably retarded by a lack of qualified leadership and professional personnel. In some areas of special education this leadership may be supplied by teachers relatively untrained in the special field who are willing to assume a program of in-service training. But in other areas—especially in your own area of the deaf—technical preparation of the highest quality is essential to success. Neither can special educators in those areas which can be served by teachers taking in-service training continue to raid the elementary schools to fill their own ranks, for elementary education is expanding in needs almost as fast as is special education.

The answer to our leadership needs in special education can only be in terms of a recruitment program that will inspire the youth of America to volunteer for special services in our schools. Perhaps the problem can be approached by interpreting our needs and appealing to youth at the high-school level, and perhaps much can be done by revitalizing our courses in psychology and child development during the early college years. Perhaps, also, we should carry out problems to the public and make our people conscious of not only the needs of our children but also of the sacredness of educational services to our exceptional children and youth. Whatever the best approach may be, we, as special educators, should be alive to our developing needs and our responsibilities in seeing that those needs are met. Thus far our boosting of special education has involved a good deal of promotion—we are rather successfully selling a bill of goods. But it would be far better not to sell unless we can produce the goods. School superintendents and administrators find it much more difficult to work up a second enthusiasm after a frustrating experience.

And now just a word about the increasing specialization within special education. As instructors of the deaf, you have long been aware of the necessity for technical training. But in view of recent developments, we are faced with an additional necessity to train specialists within their specialties. I have mentioned already the present need for teachers of the deaf, the blind, and orthopedic who are also specialists in nursery-school techniques. As the program for severely retarded children develops, it will become important to find teachers grounded in the understandings of mental retardation who also can adapt preschool training experiences to their more physically mature retarded pupils. Also, as special education develops at the upper school levels, it will be important to find teachers who are prepared to deal with specific handicaps and who are oriented in secondary school programs.

Perhaps some mention might also be made of the extent to which specialization has already gone within various areas of handicapping conditions. We have programs for the blind-deaf, for the cerebral palsied within the general area of orthopedics, for the severely retarded and for the brain-injured within the field of mental retardation.

The implication of all this must be that training programs for teachers in special education must inevitably become more intensified and require more capable trainees. This, together with the very evident need for more trainees presents problems in recruitment and curriculum content upon which our teacher educators and special education leaders will need to concentrate much attention.

One of the major projects of the Office of Education for the next 2 years concerns problems of teacher education. In this project, the section of exceptional children and youth expects to play an important role. But it is doubtful if any one agency can solve all of the teacher-education problems that confront special education today. Only the combined pooling of resources of all of us who have such a great stake in this great educational movement can achieve the necessary results. Perhaps one penalty for being a participant in an outstanding and worth-while movement is the acceptance of unusual responsibility. Personally, I am glad to be a small factor in that kind of a movement, and I know that you, too, feel the intense satisfaction that comes from the acceptance of a high calling. I am equally sure that, together as professionally minded special educators, we can tackle the problems that we face, and eventually bring to all of our handicapped and exceptional children the kind of education that will enable them to be good citizens and members of our society. [Applause.]

Dr. ELSTAD. I think this would be the time for any questions you might want to ask Mr. Hill because the next paper will be on a different subject and our thoughts will wander, so let's ask Mr. Hill questions that you may wish to ask him at this time. You don't mean to say he answered them all. It looks like you did, Mr. Hill.

We are now to have a paper by Dr. Richard Brill, superintendent of the Southern California School for the Deaf, Riverside, Calif. I don't exactly know what that school is. Here is a man without a country [laughter]. A man without a school. We are very happy to have a paper by Dr. Brill on An Original Language Scale.

AN ORIGINAL LANGUAGE SCALE FOR THE DEAF

(Dr. RICHARD G. BRILL, Ed. D., superintendent, Southern California School for the Deaf, Riverside, Calif.)

This is merely a progress report on an attempt to develop an instrument that will allow us to measure the original language of deaf children objectively. The work on the development of this scale is little more than begun.

In the various areas of scientific endeavor we find that knowledge comes faster after we have a method or instrument to measure what is being studied. In the field of education in general we are able to measure intelligence, within certain limits, and the utilization of this knowledge has contributed to improved schools by a greater awareness of individual differences, awareness of the individual's capacity, and marked changes in the curriculum. We are able to test reading, and

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this has resulted in new methods being developed for the teaching and reading and an objective evaluation of these methods. We have tests and various norms in the other content and skill subjects in the public schools, and with these measures we have been able to evaluate methods and improve education.

In our schools for the deaf we have adapted or developed tests in some areas. The Nebraska test of learning ability and the Ontario test are examples in the field of intelligence. We use reading tests, standardize achievement tests, speech analysis tests, and we have speech reading tests although these latter have not been used much outside of a laboratory situation.

All educators of the deaf seem agreed that lack of language is the primary handicap of the deaf, and is thus the major educational problem. But at the present time we have no instrument to really measure the language level of a deaf child. With a standardized test we can say that John has an I. Q. of 105, that his reading ability is at the 4.6 grade level, his arithmetic computation at 5.8 grade level, and his arithmetic reasoning at 3.7 grade level, and so on. We all know that the so-called language usage test in the regular standardized tests is actually a grammar test, and the score a deaf child obtains on such a test is entirely unrelated to his actual ability to express himself in the English language. So we have no instrument to measure, nor any scale to record, the original language level of the deaf child.

If we had such an instrument we could then begin to evaluate various methods of teaching language, and the grouping of children in language classes might be facilitated.

A series of 40 wordless cartoon strips have been developed. These cartoons tell a story in purely visual form. The strips have been worked out for children ranging in age from 8 to 16. Studies of the growth and development of children in the specific areas of personal hygiene, interpersonal relations, play and pastimes, and school life have been utilized, and the principles determined by these studies used as the guide in developing the content for the cartoons.

Care has been exercised to include settings which would fit the general experience of all children, to follow the sequential development of language principles, and to avoid situations which might limit language expression. An attempt has been made to grade the settings from the simple to the more complex. Activity and items of general interest have been stressed. Speech cues from characters have been omitted. For the purpose of convenience we have classified the educational levels as primary, intermediate, and advanced. In summarizing the interests of children within the above age span, we have centered the settings around these specific topics for each educational level:

PRIMARY (15 CARTOONS)

1. Animals
2. Toys
3. Family and grandparents
4. Outdoors
5. Dolls
6. Costumes

INTERMEDIATE (15 CARTOONS)

1. Animals
2. Work done
3. Weather
4. Airplanes
5. Games
6. Wild West and adventure
7. Sports

ADVANCED (10 CARTOONS)

1. Mysteries
2. Crafts
3. Sports
4. Outdoor experiences
5. Other lands
6. Science

These cartoons are to be considered as a common stimulus for original language. Certain cartoons are designated as teaching cartoons. The first teaching cartoon the teacher presents to the class in the same way he would present any picture with the intention of having the class write a story about it. The teacher would probably first discuss with the class the idea of the story and go over some of the vocabulary that might be used. Then each pupil writes a story about the cartoon. The next day the teacher presents the second teaching cartoon, but gives the class much less help. The same procedure is followed on the succeeding days so that by the time the fifth or sixth cartoon is reached the members of the class understand that they are to write a story about the cartoon and that they are not to get help of any kind from the teacher. After this point is reached the class is ready to have a testing cartoon. Eventually we expect to determine whether the actual test will be on the basis of the responses to one or two or three or more cartoons.

We have presented these cartoons to a number of children in several schools. From these preliminary presentations we can determine which cartoons should be eliminated from the final scale because of some peculiarity in the picture.

The next and most important step, and the one we are still working on and may be for some time to come, is to determine a method of scoring these compositions that is both valid and reliable.

The final step will be a matter of standardization and I would like to describe our intentions in that matter before coming back to the method of scoring. All the following factors will be held constant in the population upon which this scale is eventually standardized. All the subjects would be deaf in accordance with the definition that their hearing is nonfunctional for the ordinary purposes of life. To make this point more objective we would require that the loss be greater than a given number of decibels on certain frequencies. All subjects are to have been deaf from birth or earlier than the age of 2 years. All children will not have attended any school other than a school for the deaf. All should fall within a normal range of intelligence as judged by their teachers or by nonlanguage intelligence tests. The one variable factor will be the number of years the child has attended school. Our objective is to get a norm for each year for the common stimulus of testing cartoons finally selected.

Our first idea in the matter of scoring was to build a scale similar to the Ayres handwriting scale in which we would select typical responses for the various levels and the tester would then attempt to find the sample the child's test response best fitted. This idea was somewhat reluctantly discarded as it is highly subjective and the method of scoring does not lend itself to statistical treatment.

The idea being developed at the present time is based on the same principles developed by Irving Lorge in his studies to determine the readability level of books and periodicals. Lorge found that by pick-

ing out certain elements which could easily be determined objectively, and by giving various weightings to these elements, he could make a formula which resulted in the readability level of the book or periodical under consideration.

Using this same basic principle we are trying to determine whether certain elements in these compositions, and the ratios between certain elements plotted on a graph, will give us a profile characteristic of a certain level of original language. At the present time we do not desire to reduce this profile to a given statistic representative of a total paper. This is in line with the more recent thinking in the field of intelligence testing where the psychologist considers the profile of the various scores on the subtests of a battery more significant than the single figure arrived at by combining these scores.

From our preliminary work it appears unlikely that the same method of scoring papers of young deaf children will be applicable to scoring papers of more advanced deaf children. In fact, due to the simple language and few variations in construction used by nearly all primary deaf children it appears likely that if this scale is ever developed at all it will be applicable only to the level of language found usually in the upper-intermediate and advanced departments of most schools.

Figure 1 shows the profiles of the language of two subjects, each of whom has written compositions about the same six cartoons. Figure 2 shows the profiles when the scores for the six cartoons for each subject have been averaged. The items on these profiles are the total number of sentences, the average number of words per sentence, the ratio between the number of correct sentences and the total number of sentences, the ratio of compound and/or complex sentences to the total number of sentences, and the ratio of the number of sentences to the total number of errors in the composition. This profile clearly shows that while one subject wrote a large number of sentences in each composition these were generally short, simple sentences. The other subject wrote his stories in fewer sentences, but they were longer and included a much larger number of compound and complex sentences. The proportion of correct sentences to the total number of sentences was about the same in each case, but we must remember that one subject was making mistakes in short, simple sentences, while the other was not making any more mistakes in longer, more mature sentences.

With further study we hope to find more items that will prove significant and increase the extent of the profile.

In conclusion we wish to reiterate our opening statement that this is merely a progress report on a study to attempt to develop an objective instrument to measure the original language of deaf children and at the present time we are unable to predict when the study will be completed.

Dr. ELSTAD. Now, are there any questions you want to ask right now while Dr. Brill is here. I know he is going to want to hear your ideas, and if you don't want to ask any questions now, I know you can write to him.

QUESTION FROM THE FLOOR. Is there any time limit on it?

Dr. BRILL. No.

QUESTION FROM THE FLOOR. Do you feel that you can now proceed to a conclusion?

Dr. BRILL. One thing I learned as a college professor—there is always one good answer to these questions you don't know the answer to. The one answer is always, "That's a good question." [Laughter.] And that is a good question. I feel that there is a lot more than can be done. I am certainly not ready to state here that even if a person had a lot of time to devote to it he would end up with something that would be acceptable to researchers. Although we don't have a school yet at Riverside and I am embarrassed in a way here 20 times a day by people asking me, "what do you do?," it's a very strange thing, but I haven't had much spare time. I can't answer what I do but I haven't had any spare time. [Laughter.]

Dr. ELSTAD. I think you all agree with me that we all look to Central Institute for big things in the education of the deaf child. I know we are all interested in their fine new building which they are using now and will be dedicated in the fall. We are very happy this morning to have from Central Institute, Helen S. Lane, who will speak to us on "A Psychological Testing Program." Dr. Lane.

RESEARCH IN PSYCHOLOGICAL TESTING

(Dr. HELEN S. LANE, principal, Central Institute for the Deaf, St. Louis, Mo.)

Research in the field of psychological tests does not require elaborate instrumentation—but it requires interest, an open mind toward the outcome of problems, a desire for additional information and willingness to spend many additional hours. Research is not glamorous—it is laborious—but it can also be exciting.

Today I would like to suggest some problems—some possible approaches—and perhaps some pitfalls.

Let us turn attention first to the problem of mental ability. In the last two decades better tests of performance type have been developed. Deaf children in studies reported all over the world follow a normal distribution curve. Sufficient evidence has been collected and published to conclusively state that when tests are used that do not involve the lip reading of oral commands, the understanding of written commands or a verbal response the mean or median intelligence quotient of the deaf is within the normal range.

Psychologists are not agreed on the validity of the performance test as a measure of intelligence. As a matter of fact, psychologists do not agree on a definition of intelligence. Does a performance test measure the same thing as a verbal test of intelligence? How can we be sure of what our tests measure? Only by applying these tests to a sufficient number of children who can be measured by both verbal and performance tests.

Some psychologists evade the problem by asserting that a comparison with the hearing is not essential. It is only important to know how the deaf children rank in relative ability. Teachers want to know the learning ability of children; administrators need to know when children should be rejected or given programs to reach full limit of capacity. Parents are eager for some statement of how the deaf child compares with the hearing. In my opinion norms based on the hearing child are absolutely essential for comparison.

A study recently published in the *Journal of Exceptional Children* from the Central Institute psychology department shows that some test items are too easy as compared with others. Perhaps there is a

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memory factor; perhaps the deaf child is superior in visual perception. Such tests are the Manikin and Feature Profile, the Healy Picture Completion I, and various form boards. Should these tests be included? Should they be dropped? Should they be averaged in total but be given lesser importance? Many children perform the above tests at maximum level. If they are used for retests the child is subsequently penalized. He cannot perform at better than perfection.

Perhaps a number of you have test scores accumulated over a period of years. Have these been examined? How do test items compare? What is the relationship of initial to retest performance? How many tests fail to measure improving ability at successive age levels? Additional research is needed to answer these questions.

In a paper presented 2 years ago in the proceedings of the National Forum on Deafness and Speech Pathology, I indicated the plateau in learning ability of the deaf at second- and third-grade levels. I repeated the conclusions at the convention meeting in Jacksonville. Have any of you checked your data to add more information we can use? No studies have been made as yet of social studies progress. No examination of progress in language has been made. Valuable information is filling your office files and teachers need it.

We are all aware that the test scores on language are not indicative of ability in using oral or written language correctly. Can we devise a standardized test that is a measure of true language ability and not a measure of checking the correct form recognized visually? Is it fair to give parents achievement test scores that include these tests and then assure them that a child cannot graduate because of his language retardation? Someone should construct a test that is a good measure of language use and determine the validity by administering the test to deaf and hearing children.

There is need for an evaluation of teaching procedures. Several years ago one of my graduate students tested a large number of deaf children using a diagnostic test of arithmetic reasoning. An analysis of problems was made and an experimental group was taught with methods designed to meet the specific problems. The test in another form was then administered to the experimental and control groups and the additional progress of the experimental group was reported.

I am sure many teachers have diagnosed problems in teaching reading, language, arithmetic, or any other subject. They have developed procedures to meet the problems—but we need to share these methods and would like an objective evaluation of the value.

There is need for better personality tests—tests that will indicate the influence of environmental factors such as parental attitude, school influences, out-of-school contacts. There is need for a careful study of the language of personality tests. In a recent survey of mental health of deaf children—a testing tool quite difficult in vocabulary was utilized. No analysis was made by many of those testing to tabulate the language problems—and yet basic conclusions concerning the personality of the deaf were reached.

A question that the majority of parents of pupils (past and present) at Central Institute wanted answered concerned the deaf child after he leaves the school. This is a research problem we could share. What type of follow-up do you have of your alumni? It is important to all of us to have answers to the following questions:

1. Do they continue academically? What is the educational program when they leave the school? Where do they go to high school—to vocational school—to college? What is the highest grade completed? What are the educational problems?

2. Whom do they marry; the deaf or the hearing?

3. What are the chosen vocations? Do they follow those for which they were trained at school? What advancement is possible? What is the salary range?

4. Where do the deaf find social groups? What clubs? What church activities? What sports?

5. Do the deaf use speech and lip reading in communication? To what extent?

I am sure all of you could add many more questions. I am sure many of you have made follow-up studies. Are they published? Can we cooperate and combine results? Such a study was made by questionnaire by a staff member of Central Institute as a partial fulfillment of the requirement for a master's degree this month. I hope it will be published as it represents a study of 80 cases of about 200 who were sent the questionnaire.

The next problem on which there is great need for careful, scientific study is a highly controversial one—this is for an evaluation of methods of teaching. For years the controversy in the education of the deaf concerning oralism and manualism has existed. Many heated arguments have been waged—much subjective evidence has been cited. I am not optimistic enough to hope that statistics will solve the problem—but they may give us a logical basis of discussion instead of an emotional one. This is a problem for which I cannot suggest a technique of approach. Perhaps it will be a combination of tests of educational achievement, intelligibility of speech, lip reading skills, vocational placement and success, personality adjustment and many others. Such a study would require an open mind and unselected cases (we all have a tendency to argue with our select cases) but it is research that is essential.

In recent years the controversial issue has been reworded in terms of day versus residential schools. A few of us have both situations under the same roof. Perhaps schools such as Central Institute should attempt to evaluate the advantages of a home environment as compared to the advantages of dormitory life. Again this would require clinical studies of home influences, personality tests of children, situational analysis to compare both groups of impartial observers and a study of school achievement.

In my opinion neither the problem of method of teaching nor advantages of day versus residential schools can be attacked until there are tests to evaluate teachers and teacher-training programs. Is the failure of children due to inadequate training of teachers? What are the qualifications of a good teacher? There are vocational guidance tests to suggest potentialities of a would-be teacher. How much more does the teacher of the deaf need? Do third-grade classes of equivalent ability progress equally well following instruction from two different teachers—one trained to teach deaf at all levels and another trained only at nursery-school level in practice and at other levels in theory? Is practice in a one-room school situation equivalent to practice teaching in well-graded classes? Will practice teaching in a school using a combined method prepare a teacher for a complete

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oral approach? Is a teacher trained to teach the hard-of-hearing prepared to teach the congenitally deaf?

Our profession is filled with unsolved problems—many of them problems for the psychologist to solve; many of them problems teachers can study. We do not need elaborate research equipment to solve any of the problems presented. In many cases the answers today—only food for thought—problems that may give us intellectual indigestion. These problems cannot be solved during teaching hours—they need extra work. May I plead that we tackle some of them with an open mind, a willingness to work and a desire for quantitative evidence.

Dr. ELSTAD. Now, are there any questions on this particular paper which we have just heard by Dr. Lane. Evidently you have had all the answers given. Thank you very much, Dr. Lane.

In our office set-up at Gallaudet College, Dr. Fufeld and I have offices with a secretary's office between. We have an inter-office communication system which works if I turn it on in my office. Quite often Dr. Fufeld wants me and he finds it isn't turned on. I still have the advantage over him today because I can introduce him. He can't shut me off but I can put him on, which I am glad to do now. We have heard some of the research papers but we are going to have more because this paper is going to be "Needed Research—What the Schools for the Deaf Can Do About It." Dr. Irving S. Fufeld of Gallaudet College.

NEEDED RESEARCH—WHAT THE SCHOOLS FOR THE DEAF CAN DO ABOUT IT

(Dr. IRVING S. FUSFELD, dean, Gallaudet College, Washington, D. C.)

The best way to discover something in a place wrapped either wholly or partially in darkness is to throw light into it. Pride ourselves as we may on our accomplishments, there still remain in our work numerous areas that could bear enlightenment. That kind of thinking is a necessary prelude in approaching the subject of research in relation to our work.

Research may be defined as a process, safe guarded by the methods and approach of scientific treatment, by which we project the mind into the unknown, in the hope we will come out of it with something new which we can apply in dealing with the problems before us.

There have been wholesome, stirring efforts made in the inquiry into many of these problems. The last three decades have witnessed an increasing tempo of interest and activity at a number of centers. The pioneering work of the late Doctor Pintner at Ohio State University and at Teachers College at Columbia University was a great impetus; both he and the numerous students whom he inspired have left for us a considerable body of information of great value. The studies sponsored by the National Research Council, the concentrated attention to research into problems of deafness at centers organized for that purpose in a number of forward-looking schools for the deaf, the affiliation of other schools for the deaf with university faculties to promote cooperative research effort, the increase of clinical and "workshop" centers closely allied with trained psychologists, and the advances made in the comparatively new science of audiology, have produced much of value. Every such effort should be approved and energetically pursued.

As a result of this worthy endeavor we have gained some insight into the mental make-up of children whose sense of hearing is impaired, into the personality framework of such children, and we have had some flickering light cast upon the nature of their social adjustment. Some study of educational problems on a broad survey scale have been made. Real advances have been recorded in the physical aspects of speech, and in the problems of speech reading.

It is no exaggeration, however, to say that we have as yet barely scratched the surface. Below lie still untouched a great depth of unplumbed problems. We know what many of these problems are because they are closely related to what we in the schools are trying to do.

A brief survey will indicate the magnitude of the field open to research interest, a field rich in its possibilities if we will but arouse ourselves to the need.

NEEDED RESEARCH

From recent papers in examinations for admission to Gallaudet College we have here culled a few sentences. These papers were written by candidates who are graduates of our traditional schools for the deaf. Let us look at them.

1. It is hardly to tell you how I like the football.
2. I felt strange among many children and some building.
3. Why do I interesting in traveling?
4. That is why my favorite sport is skiing which I go there every winter.
5. My family talk with me and I look their lips.
6. I have been attended no other schools.
7. The wintersports develop my exercises.
8. The doctor said that one of his patients, would live within a few years on account of his poor health.
9. Everything can't live within no water.
10. After my bath, I feel health.

These are by no means isolated examples; rather, they occur in alarming profusion. The words are there, but they are sadly disarranged. It is as if in a timepiece all the delicate springs and wheels were thrown together in a jumble, a condition no respectable timepiece should be called upon to endure.

Organized education of the deaf in America goes back to 1817, a period of 134 years. It is proper to ask, Why is it that after all these years we are still so delinquent in our language teaching? If we were to examine the compositions of deaf school children of a hundred years ago, we would note the same kind of "deaf-mutisms." We have since made notable advances, allegedly, in methods of teaching language, in speech and speech reading, in methods of obtaining language via residual hearing, in methods of presenting the content subjects. Yet in the end we come up, as we do still, with discouraging results in language. At Monday's session in this same hall we had an illuminating platform discussion of the merits of a number of language-teaching systems. All this is in the realm of discussion and opinion, some of it convincing, some not so convincing. There is urgent need of supplementing the never-ending discussion, pro and con, with concentrated research in the area, to discover why this special and over-all important weakness in language achievement still

lingers with us to retard our deaf children. We have reason to feel that if we could crack this problem we would be in a fair way of solving numerous related problems.

A considerable number of other questions plague us. Our schools get our deaf children off to a flying start. The beginners' classes intrigue every visitor. The early momentum is very encouraging. But why does this momentum lose pace as the children move on into the intermediate grades? We need research here, research of a very searching quality. Here too if we can tap the underlying reasons, a series of related problems would likely clear up; for instance, why do so many of our deaf children drop out of school before completing the course?

Other problems come to mind. What are the advantages and disadvantages of bringing deaf children into the school environment in the very early years, long before the customary school admission level? Is the day school set-up really as good as that of the resident school? Are better results possible in the day school, in both immediate and ultimate outcomes? Why, despite our best efforts and with the help of all the advances made by science, does our speech-teaching program still lag, at least to the extent that the successes we register in this field with some are offset by miserable failure with others? There is no mistaking the fact that present-day educational policy in general stresses imparting a sense of human values rather than collecting the factual indicators of knowledge. Are our schools for the deaf keeping pace with this turn in major educational thinking? We have known for a long time that our pupils when they leave us do not in the main pursue the lines of vocational activity started in the schools. It is no solution to say that this is so because, not finding available places for which they were trained, they take the line of work open to them and so drift away from the training given to them by the schools. To what extent can the deaf teacher of the deaf contribute to the value of the school program? And methods of teaching, when they are involved in the means of communication, has the last word been said on this very sensitive subject? By "last word" we mean research findings, not heated opinion. Is the curriculum in the school soundly structured? Tremendous advances are being made in this respect in the ordinary schools, and we need cutting research to determine if our schools for the deaf are likewise benefiting and not holding fast to the course-of-study mores of our ancestors. Are our school administrators following a second course by enrolling hard-of-hearing children and then placing them in the same classes with deaf children? This is a matter of vital import for both deaf children and hard-of-hearing children, and certainly should not be decided on the grounds of expediency. Here, too, penetrating research inquiry should be the deciding factor. If, as a long line of test results shows, our deaf children lag in school results, then what really are the factors that bring about this retardation?

This alone is a fruitful field for research. We know, because the phenomenon of impaired hearing has so many variants in the results it produces, that there is no such thing as "the" deaf child. We could well explore by research methods the many facets in the personality and educational needs of children with differing degrees of impairment of hearing occurring at different stages in their life, with differing collateral conditions such as mentality, health, and accompany-

ing extra physical handicap. In this field alone is possible an almost endless chain of research investigation. How may the numerous advantages to be gained from use of up-to-date materials and devices supplementing ordinary classroom instruction, namely the vast range of visual aids, accrue to our schools? How may the undoubted values of a balanced guidance system be obtained for our deaf pupils? It is certain the values in their case are greatly needed. The answers to such questions may be found in a positive research program. Secondary school education and higher education—are deaf children being afforded the opportunity in these educational areas so prevalent now for those American youth who have the capability to benefit from such opportunity? The answer of course is a prompt "No." It would be a constructive activity for research to determine to what extent and why able deaf children have been and are being denied this opportunity. Nor must we leave out the adult deaf. How do they fare in life? It is the function of the schools to follow through in this matter, for how else can they determine if they, the schools, are carrying out their responsibilities as social agencies. Here again carefully guided research is the answer.

There are many other problems awaiting the scrutiny of research. No part of our school work is immune from the need of research. For example, there is that almost neglected domain of mentally retarded deaf children. Who are they, where are they, whence do they go? What are the schools doing for them, for we must remember these "backward" children are also still children? What kind of school program is best cut to their needs? Where should they be taught? How should they be taught?

Reading power and grasp of vocabulary are two outstanding weaknesses in the school work of deaf children. This is a very large field for scientific study with hearing school children in general, and it is certainly so in our own field. We do still need concentrated research here, and much of it.

To determine where we are headed, our schools for the deaf should lend themselves to a comparative and Nation-wide examination on a survey basis, at least every 10 years, somewhat along the lines of the national survey of schools for the deaf conducted by the National Research Council in the year 1924-25. This type of survey study should be comprehensive enough to embrace exploration of the teacher factor, including age, degree of education and special training, certification requirements and provision for tenure and retirement. Companion survey studies of special teacher-training programs should be undertaken. All the factors included under the heading of domiciliary provision, viz, supervisors, house mothers, recreation, health care, are all proper subjects for research interest inasmuch as these elements in the school life of deaf children exert so great an influence in determining the end product.

Careful examination could also be made of the varying forms of the management of our schools, namely, their administrative side. Some of these forms are conducive to more effective results, in which case the facts should be brought to light, by carefully weighed research methods.

Hearing aids and other acoustic aids to instruction have been assuming a larger and larger share in the work of schools for the deaf. If the results claimed by the ardent followers of this school of thought

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can be substantiated by additional research proof, a further impetus may be given to it and its benefits be made to accrue to a still larger number of schools.

Objectives may be elusive entities, especially in school work. They should nonetheless be a vital part of our thinking. But our thinking should stem not from guesswork, or from oratory, but rather it should be the outcome of careful research analysis, for we would thus be assured we are doing what we should do. For instance, what are our aims in the preschool, kindergarten, and beginners' areas? What are our objectives in the elementary, intermediate, and advanced departments, respectively? Again, these should be determined not by personal opinion, but should be built upon a research analysis of all of the individual factors involved.

To be sure, this review cannot hope to name every research need in the domain of the work of our schools for the deaf. The possibilities are limited only by the resourcefulness of those hardy souls who venture into the research field. There is the assurance, however, that the satisfactions and rewards are gratifying.

It may be a stimulating reminder that research activity in the broad field of general education has developed with a progressively rising power. The annual published lists of doctoral studies underway in the universities of our land show an enormous coverage of the problems inherent in the educational set-up. The searchlight of research is cast into many, many aspects of the total situation. They are looking into such problems as educational philosophy, principles and trends in the community as well as in the school, into international education, into religious and character education, into school organization, administration, supervision and public relations, into school financing; into buildings, equipment, and transportation; into school legislation; into school history and biography; into the psychology of childhood and adolescence; into all the ramifications of educational psychology, including principles of learning; into educational sociology; into measurement and evaluation of teaching results; into school library function; into the teacher factor, teacher training, inservice training; into audio-visual education; into teaching aids, materials, and methods; into curriculum and cocurricular and extended services; into the preschool and the kindergarten; into elementary and secondary education; into the language and speech arts; into reading, literature, spelling, writing; into mathematics and science; into the social studies; into art and music; into vocational, industrial, and business education; into guidance; into personnel, both teaching and nonteaching; into health, nutrition, physical education, recreation, and safety; into exceptional children, within the general field, but very scant attention to the problems of deaf children; into juvenile delinquency; into education for family life, consumers education, and PTA; into rural education and conservation; into Negro education; into higher education; into professional education and certification of teachers; into adult education; and into veterans' education.¹

The listing just given is only a bare outline. The full list of titles comprises 30 large-sized close-print, double-columned pages, research

¹ Hunt, R. L., *Doctors' Dissertations Underway in Education, 1950-51*, Phi Beta Kappan, vol. 32, no. 6, February 1951, pp. 260-293.

studies on the doctoral levels underway for 1 year only. Compared with this output, the volume of similar studies in education of the deaf is exceedingly puny. The field before us is a very large one, indeed, bounded only by our courage, our determination, and the expertness that careful research study requires.

WHAT OUR SCHOOLS CAN DO ABOUT IT

When Dr. Cloud, chairman of the program committee, assigned this topic, "Needed Research," for this part of the convention program, he must have realized how broad it can be, which probably explains why he added to the title the further thought of "What Our Schools Can Do About It." This is something of a challenge, and we take it up as such. We therefore propose as a program for action:

1. That each school consider research interest in education of the deaf a part of its active policy, in willingness to consider every side of the school program open to impartial study, an active policy to be dealt with in plans of the administration, in assignment of staff duties, in school publications, in staff meetings, in choice of guest speakers, in in-service training of teachers, in university study taken by staff members.

2. That each school offer such encouragement as it can to stimulate research activity, as for instance, in maintaining accurate and full pupil-data records, and all other records that may lend themselves to study by research means. Many a promising research project has been frustrated for lack of a body of precise information concerning school history or function.

3. That each school stock its library with a supply of books dealing with research techniques, with the results of research relating to the deaf already consummated, and with journals in psychology, education, and sociology bearing on research possibilities.

4. That each school designate a selected group of especially interested staff members to serve as a research committee, charged with the task of initiating interest and activity in research in education of the deaf.

5. That each school, through this proposed research committee, seek affiliation with the nearest university or college center or centers to promote an active program of research projects within the field of education of the deaf.

6. That where possible the school establish a research department, staffed with competent research personnel, about which special research undertakings may be carried out.

7. That the schools join in a movement of national scope, with the aim of setting up an integrated and coordinated program of research. As it is, most of such research undertaken until now has in the main been of an isolated, independent nature. It has so far to a large extent taken the form of doctoral and master of arts studies which, while they may be well structured and carefully directed, have been essentially degree-seeking ventures rather than efforts in which research findings to add to our store of knowledge of how to teach deaf children were the prime consideration. It is here proposed that all such study so far as possible fit into a large interrelated and well-ordered plan of action, working through committees in schools for the deaf which

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in turn may be coordinated under direction of a national council on research in education of the deaf.

8. That this national council be composed of leading figures in matters of research in our field, a body to—

(a) Gather suggestions on needed research, mainly through the school research committee units previously referred to here;

(b) Organize these suggestions into a broad scale research plan;

(c) Assign the respective items in this master plan for concentrated treatment in chosen university and other appropriate research centers where competent personnel and adequate facilities for carrying them successfully are assured;

(d) Seek means of financial support for such approved projects where that is necessary;

(e) Explore possibilities of publication and distribution of results when they are warranted.

To initiate these proposals, the writer of this report has the consent and approval of Dr. Leonard M. Elstad, president of Gallaudet College, by which the good offices of the college are assured, to bring this broad research movement into being.

We have had a surplus of recorded expressions that what our work needs is more research. Indeed it does. But expressions themselves have little stimulus value.

What we have reported here is a plan of action. To us it seems a challenge to educational statesmanship.

Dr. ELSTAD. Thank you, Dr. Fushfeld, for this fine paper. We now know what to do and the thing is to go and do it. The next paper on the program—we are not going to have time for questions on the last paper—but I have a large place in my heart for the next speaker. As you know, I went over to Europe last summer. There were only three of us, a Major Sachs, who knew nothing about the education of the deaf, who represented the Surgeon General's Office, and Dr. Levine. You have heard the expression "a sight for sore eyes." Well, when you are in Europe looking for someone to speak to it's grand to have someone to speak to; but for a woman she kept strangely silent. However, she wasn't actually on the program, and that is why she didn't say much, but today she is on the program, and we are glad to hear Dr. Levine. She has a most interesting subject to discuss, "The Effects of Glutamic Acid Upon the Slow-Learning Deaf Child." Dr. Levine.

THE EFFECTS OF GLUTAMIC ACID UPON THE SLOW-LEARNING DEAF CHILD AND THE DEAF POST-RUBELLA CHILD IN SCHOOL

(Dr. EDNA S. LEVINE, psychologist, Lexington School for the Deaf,
New York City)

It has often been said of the need for research in the field of the deaf that: "Everyone talks about it; but no one does anything about it." And, excepting for isolated and uncoordinated efforts, this is unfortunately true at present and has been so for far too long a time. Research activity in our field seems to be in inverse proportion to the overwhelming research needs that cry out for our attention.

Various reasons have been ascribed for this regrettable situation. Most often we are accused of lacking in just plain, ordinary inquisitiveness concerning the whys and wherefores of the many challenging

problems that confront us daily. This is an unfortunate commentary indeed; for the problems which are accepted by us so casually as part of the daily routine are actually unique in the annals of human development. So unique and provocative are they, in fact, as to be arousing a significant amount of interest and activity on the part of research workers outside of the field of the deaf. Yet, within the field, they are still accorded only passing research interest on the part of those workers most concerned and, even more important, most familiar with them.

Further, we, as a field for research, are censured for permitting personal convictions stemming from biased views and prejudiced attitudes to persist at the expense of the impersonal, objective findings of methodical investigation. It would appear logical to expect the proponents of these various views and attitudes to have sufficient faith in their beliefs to welcome confirmation by scientific scrutiny. Yet, we hear no voices raised to demand such proofs. As a result, there has been failure to organize thinking, integrate plans and bend all efforts toward a common, coordinated, problem-solving goal. The field of the deaf is lagging sadly behind in these research-centered times.

Finally, to round out the dismal picture even further, there are the twin restrictions—money and personnel—which in themselves are enough to dampen the prospects of whatever rising enthusiasms for research may be developing. Yet, I think that even these difficulties can be surmounted, if there is the will to do so. I believe they can be solved through collaborative effort toward effective organization for research plus the pooled support of all schools and agencies dealing with the deaf. It is, in fact, only such cooperation that can make possible investigations of common and pressing problems on a scale large enough to yield valid conclusions and practical, wide-range recommendations. It is such integrated organization that should be our present aim; for whatever the single problem to be investigated, the essential gains are ultimately measured in terms of human betterment; and what is more worth solving than such problems, I know not.

Research need not lie fallow, however, until this major organizational goal is achieved. The isolated studies, which I mentioned previously, the uncoordinated efforts, the small scale investigations—all these serve a definite, interim function. For one thing, small scale investigations requiring a minimal amount of cost and personnel can easily be handled by the individual schools or agencies themselves. For another, such studies may serve to point up the relative merits of numerous problems requiring more intense investigation and may serve as a springboard for such later investigations. Then, too, various practical in-school problems can be solved through the small-scale technique. And finally, small-scale studies serve the over-all important function of keeping the spirit of inquisitiveness—of problem-solving—the spirit of research alive until the time when the larger, integrated, and more valid studies can be undertaken.

I should like at this time to illustrate the small-scale, interim type of investigation with two studies conducted at the Lexington School for the Deaf. The first was formulated in conjunction with the never-ending search for possible ways of helping the slow-learning deaf child; the second in order to find out if and how a school for the deaf could handle the problems of certain seriously disturbed children born

deaf as a result of maternal rubella (German measles) during pregnancy. The story of our work with the maternal-rubella deafened child will be summarized in the form of a motion picture made by members of the Lexington School staff with some outside professional polishing of the finished product. But first may I present a summary of the investigation concerning the slow-learning deaf child which has been published in greater detail in the June 1949, issue of the *Volta Review* under the title, "A Preliminary Report of the Effect of Glutamic Acid Administration Upon the Mental Functioning of the Slow Deaf Child."

During the time this latter investigation was begun at the Lexington School, reports had been appearing for some time in various medical journals concerning the beneficial effects of glutamic acid upon mentally-retarded-hearing children. This drug is an amino acid derivative; and according to report, its effects were to increase the physical and mental alertness of a noteworthy number of mentally retarded hearing children to whom it had been administered experimentally. In terms of I. Q. it was stated that increases beyond chance variation and by an average of 10 I. Q. points had been obtained. The possibility of obtaining such I. Q. gains for the slow deaf child could not be ignored. Accordingly, plans were made to probe the effects of glutamic acid upon such children at the Lexington School.

Six pupils were selected for study, with, of course the consent of their parents. The most important factors determining their selection were: (1) a school history of persistent inferior learning ability and unsatisfactory school achievement throughout the years of their school attendance; and (2) below-average intelligence quotients. The concern of the investigator was essentially with the innately slow deaf child. Accordingly, the factors of inferior school achievement combined with inferior mental capacity were together of prime consideration in the selection of subjects; for as we know, inferior learning ability and inferior I. Q. scores are by no means necessarily coexistent, particularly among deaf children. The I. Q. scores of the children finally selected were: 61, 64, 68, 77, 78, 81.

Additional criteria for selection were: good health and physical condition, good school attendance, early onset of deafness, early age of admission to a school for the deaf, and absence of severe or unusual emotional disturbance. Further, chronological age samplings were selected from the range between 6-10 and 14-3 years and were: 6-10 years, 7-9 years, 11-4 years, 12-5 years, 13-11 years, and 14-3 years. The subjects finally chosen for study proved as well to be temperamentally slow and lethargic and, in general, apathetic to events and situations about them. In two cases, this general apathy was occasionally interspersed with periods of irritability, fractiousness, and tantrums.

The procedure of investigation was carried out by the school psychologist and the school pediatrician. The former handled those aspects of the study concerned with evaluating the effects of glutamic acid treatment upon mental functioning; the latter was in charge of all phases of the study involving dosage and method of treatment as well as the physical and health status of the subjects throughout the course of the study. Briefly summarized, the method of procedure was conducted as follows:

(1) The intelligence quotient of each subject was obtained directly before the beginning of glutamic acid administration. The tests used throughout the study were selected, in accordance with the chronological ages of the respective subjects, from among the following scales: the Merrill-Palmer scale of mental tests; the Pintner-Paterson scale of performance tests; and the Wechsler-Bellevue performance scale of intelligence. In addition, the Goodenough "draw-a-man" test, the Hiskey-Nebraska drawing completion test and the Wechsler block-design test were administered to each subject for supplementary information. The resultant "initial" intelligence quotients of the respective subjects have been mentioned previously. They were: 61, 64, 68, 77, 78, 81.

(2) After these initial I. Q.'s were obtained, treatment was begun. Glutamic acid was administered to each subject for a period of 9 weeks under the direction of the pediatrician. The initial dosage was 6 grams per day. This was gradually increased to 18 grams per day within a 6-week period; and this latter dosage was maintained until the end of treatment. Glutamic acid was administered to the children in tomato juice without, of course, their awareness of the nature or purpose of the treatment. A close watch was kept for any undesirable effects of the drug. None were noted at any time during the course of investigation.

(3) At the direct conclusion of this treatment period, each subject was retested by the psychologist to note any changes in I. Q. that could possibly be associated with the treatment. At this time, too, the teachers of the respective subjects were requested to submit reports of any recent changes they might have noted in these pupils, particularly in regard to alertness, school achievement, and general behavior. The teachers had been informed of the treatment; but were strongly cautioned to be objective in their observations and judgments. In addition to these reports, all of the previous records of the subjects throughout the years of their school attendance were available for study.

(4) After this, a nontreatment period of approximately 3 months was allowed to intervene.

(5) At the termination of this 3-month nontreatment period, each subject was again retested by the psychologist to note any I. Q. changes that might possibly be associated with the cessation of treatment. And again, teachers' reports were requested covering their observations of pertinent factors during this nontreatment period.

This concluded the scope of the investigation. All data were then assembled and evaluated. Analysis of the results yielded the following findings:

(1) At the termination of the 9-week period of treatment, mental testing revealed noteworthy increases in intelligence quotient on the part of each subject under study. These increases ranged from 8 to 17 I. Q. points, with an average gain of 13 points for the group. Case by case the gains were as follows: from I. Q. 61 to I. Q. 74, a gain of 13 points; from I. Q. 64 to I. Q. 80, a gain of 16 points; from I. Q. 68 to I. Q. 82, a gain of 14 points; from I. Q. 77 to I. Q. 94, a gain of 17 points; from I. Q. 78 to I. Q. 89, a gain of 11 I. Q. points; and from I. Q. 81 to I. Q. 89, a gain of 8 points. In considering the possible factors responsible for these gains, two emerged as the most likely.

First are the effects of glutamic acid itself; but a second and not-to-be-ignored factor involves the practice effects of the mental test-retest situation. The possible influence of this practice factor was, however, later negated in the course of still further retesting.

(2) In addition to these gains, still others not associated with the psychological test evaluation were reported independently by the teachers at the end of the 9-week treatment period. These were: (1) marked improvement in general, all-round alertness, animation and responsiveness on the part of five subjects; (2) definite improvement in work habits on the part of two pupils; and (3) unusual improvement in physical appearance on the part of one pupil, particularly in quality of skin and hair. On the other hand, no improvements in actual subject achievement were noted in any case. In this connection, however, such improvement could scarcely be expected in the course of a few weeks. Another interesting observation contained in the teachers' reports was that the subject who showed the highest increase in I. Q. (17 points) was the one who showed no other improvements whatsoever, in either behavior, achievement, or appearance.

(3) At the conclusion of the 3-month nontreatment period, further mental retest revealed an average loss of 10 I. Q. points for the group, and this despite the possible practice effects of continued retesting. In the absence of treatment, the I. Q. scores in each case had slumped back to little more than their original, "initial" scores. Similarly, the teachers' reports at this time described a significant slump on the part of the subjects in all areas in which improvements had been previously observed.

In brief review, then, the subjects of this study after a 9-week period of glutamic acid treatment showed: (1) noteworthy gains in mental functioning as measured by intelligence tests; and (2) associated gains in general alertness and responsiveness, as observed by their teachers. These gains appear to be related to glutamic acid treatment; for when the treatment was discontinued for a 3-month period, there was an equally noteworthy falling off of all gains previously noted.

The results of this study are provocative indeed; but by no means conclusive—far from it, in fact. It must be stressed that this is only a small, preliminary exploration from which neither conclusions dare be drawn nor generalizations made. The one compelling need demonstrated by this study is the need for further and more intensive investigations into the effects of glutamic acid administration upon the slow deaf child. The positive results so far obtained can serve only as the research springboard I mentioned previously.

I should like to add that the initial hopes and wild surmises which first hailed the results of beginning experimentation with glutamic acid among hearing children—and which, incidentally, started with just such small-scale studies as this—have long since been tempered by the calm restraints imposed by the findings of further study. It has been shown that there are many mentally retarded hearing children who derive no benefit whatsoever from glutamic acid treatment. Yet, notwithstanding many such disappointing results, experimentation still proceeds for the sake of identifying those children who do—and reports further show that there are many of these. Surely we owe this same spirit of endeavor to our deaf children.

I shall let the next study to be presented speak largely for itself, with only a few introductory comments. It is a brief summary in motion-picture form of observations and comparisons made on two main groups of pupils of the Lexington School born deaf as a result of maternal rubella infection in early pregnancy.

It is relatively recently—during the period 1939-41—that the effects of this maternal infection became known as the cause of numerous congenital defects in the resultant offspring. It was later still that the marked number of children born deaf as a result of this maternal infection was revealed.

When such children had attained school age, it was the educator who had to prepare himself to accept the responsibility for their further development. The present study was conducted in order to help the educator in this endeavor by ascertaining whether these children might not be found to have other defects in addition to deafness and, if so, what these defects might be. The main problem areas considered were behavior, intelligence, learning ability, and general health.

The study was centered about 16 such children admitted to the Lexington School nursery division during the period 1946-48. It is presented in greater detail in the June 1951 issue of the American Journal of Diseases of Children under the title "A Psychoeducational Study of Children Born Deaf Following Maternal Rubella in Pregnancy." In brief summary, the results, covering a 2-year period of study, indicate that deaf children with a maternal history of German measles during early pregnancy fall into two main groups: (1) Those (numbering 13 of the group studied) in whom the main congenital defect is deafness and who in other major respects are quite like other deaf children; and (2) those (numbering 3 of the group studied) in whom the congenital defects in addition to deafness appear to be mental defect and behavioral peculiarities suggestive of brain damage or disease. In these latter cases, progress at the end of about 2 years in an experimental class was found to be negligible and the class was discontinued.

This is the gist of the study. The motion picture presents the high lights. The main purpose for which it is presently being used is to help publicize the possible effects upon the child of German measles in the mother during early pregnancy in order to stimulate planning for preventive measures on the part of the medical profession. Please remember that it is largely a home-made product, for which I ask your indulgence. I hope you will find it interesting nevertheless. [Applause.]

(The movie was then shown.)

QUESTION FROM THE FLOOR. May I ask if the consent of the parents had been obtained for this experiment?

Dr. LEVINE. Yes; it was done by a signed statement granting permission for the experiment in each case.

Dr. ELSTAD. I want to thank Dr. Levine for her part of the program, and all of those who have taken part in the program this morning. I believe we have a lot to think about yet, as you will all agree. We will now adjourn for lunch.

THURSDAY AFTERNOON

(Miss Hattie Harrell, director, the Junior League Speech and Hearing Center, Birmingham, Ala., section committee leader, presiding.)

MISS HARRELL. Ladies and gentlemen, we are trying to begin promptly because we want to keep going on schedule. As we have heard during the convention in which several subjects were being discussed, we do differ in our opinion on several things, and I think perhaps that is well, for otherwise we perhaps wouldn't continue to strive for better things and strive to find out which is the best method. The same is true in this preschool section. I do think the vast majority of us are agreed that the child does need to begin his education before 6 years of age. I think we are all convinced of that, but now we are going to hear what is being done in several different schools in the country in the preschool department. We regret that Miss Margaret Gruver, from the Rhode Island School, cannot be present because of illness in her family, but we are pleased to say a member of the Clarke School family has agreed to read the paper, which Miss Gruver has prepared and sent to us. Miss Marjorie Magner is the staff member who will read it. She is in the lower school. This year she will be in charge of the new preschool unit which is being organized in the Clarke School, and I think those of you who know Clarke will be interested to know it will be housed in the Yale House which has been lavishly remodeled for the occasion, so we will begin with the reading of Miss Gruver's paper.

**THE PURPOSE OF THE NURSERY SCHOOL AT THE RHODE ISLAND
SCHOOL FOR THE DEAF**

(MISS MARGARET GRUVER, assistant principal, Rhode Island School for the Deaf, Providence, R. I.)

The nursery school of the Rhode Island School for the Deaf is based on the theory that the training given during the beginning years of a child's life is fundamental for the development of a well-integrated adult. The late Mrs. Anna C. Hurd, formerly principal of the school, recognized this basic concept years ago, and after studying the Montessori system in Europe, introduced a nursery training program in the school.

Nursery schools throughout the country have grown in number and size since that time, not only with deaf children, but also with the hearing. However, it is interesting to note, in passing, that while educators of the deaf in general have led educators of the normal in some aspects such as the teaching of vocational subjects, reading, and the importance of an individual pace in instruction, they have lagged in making use of the early years of a deaf child's life. We in Rhode Island are proud of the heritage left by Mrs. Hurd, and many of us who came to Rhode Island skeptical, have become convinced of the nursery school's value.

The purposes and procedure of our nursery program are so closely allied, that it is difficult to discuss one without bringing in the other. To simplify matters, let's go over our procedure briefly, and from that develop our purposes.

As the smallest State, Rhode Island is in the unique position of offering the best features of a residential school, and a day school,

since it is possible for all our children (with rare exceptions) to spend every week end at home. Usually, our children enter at the age of 3, depending on physical maturity. We do not insist upon complete toilet training as an entrance requirement.

Our school week begins for the nursery at 5 o'clock on Sunday afternoon, although some children enter at 8 in the morning on Monday. Each child is examined by the school nurse, and any child showing symptoms of illness is not admitted. It is interesting that our incidence of contagious disease is no higher than other schools with limited at-home privileges.

The children rise at 6 daily, and the school day begins at 8. The bulk of the real school work: speech, lip reading, auricular training, sense-training and rhythm, is done between 8 and 10. Young children are early risers, and early starters, and we have found these hours to be the most productive for them.

After a midmorning lunch at 10:15, a free-play period is given, preferably outdoors, until 11:30. Wash-up and rest on their own beds in the dormitory precedes dinner at 12. A nap follows dinner, with outdoor play in the afternoon, baths and supper at 6. Lights are out and the dormitory quiet by 6:30. The dormitories are checked every 15 minutes throughout the night by a night counselor, and a registered nurse is available 24 hours a day.

This program has evolved through trial and error to take care of several vital needs:

1. To schedule each activity at the time of day the child will receive maximum benefit from it.
2. To have meals timed properly from a nutritional standpoint.
3. To have dinner and supper eaten in the dining room at a time when it is not being used by the older children, to minimize distraction.
4. To have two adults, or one adult and a student helper on duty with the nursery children at all times.
5. To adapt a nursery program to school buildings not new, nor built for that purpose. Some schools have hesitated to start a nursery program feeling that their physical plant was inadequate. We feel that the advantages of beginning school instruction early far outweigh the physical disadvantage of our buildings. Then, again, is it normal to segregate completely by age? We do not feel so. We encourage intermingling among both sexes, and all age groups, feeling that it is more nearly a family situation. After all, families didn't come packaged by size.

That, very briefly, is our program. Now, let's consider the whys. In order to answer the whys we have to prove the needs. All of us here know the needs of children in general, and small deaf children in particular. The needs theory can be propounded at great length, and has been by many eminent authorities. There is not time to rehash these needs at length, right now, but a brief statement of some of them will help us to realize the basic purposes of any nursery program.

Every child of any age, or for that matter any adult, needs the following:

1. Acceptance and love.
2. Security.
3. A sense of belonging.
4. A sense of success.
5. Opportunity for responsibility.

6. Help in understanding how to meet fear.
7. Help in understanding how to meet a feeling of guilt.
8. Help in learning to share.
9. Self-respect.
10. Understanding.

The currently popular trend of thought is that these needs can best be met in the home, and that the parents are doing the child a grave injustice and great injury by sending him to a residential school. Rhode Island's answer to that is: "Yes and No, but mostly No."

It has been said that life is a series of compromises, and this battle of ideas seems to us to be one which has to be weighed and considered from two viewpoints: (1) What is best for each child, taken as an individual; and (2) what is economically feasible from the standpoint of each set of parents and each public school set-up.

Probably it would be ideal if every child could have parents who understand all the needs of the child, and provide the means of meeting them, but consider the number of parents of so-called normal children who fail. It would be wonderful if all parents were well-adjusted to each other, to the child and to the child's handicap, if they all lived near a good school, and a regular, serene home life was possible each day. But, actually, when we come right down to it how often can this be done, economically and geographically, except in large cities, without a return to the evils of the one-room school-house? We feel that it is seldom possible. Instead, we find this a composite picture: Both parents working, of necessity, not choice; anxious parents, tense, often with guilt feelings toward their child's handicap, geographically located at widely separated points. Invariably we find parents more than willing to help their child, but that even with help and teaching from us, and from all other currently available sources, they are unable to give more than a few minutes of special help to the child each day because of the sheer press of the business of living.

The Rhode Island school feels that by relieving the parents of their burden of anxiety by caring for and instructing the child for 5 days a week, we can help them to attain an understanding of the child and his problems. We encourage the parents to visit the school at any hour of the day or night, and frequent personal interviews with the principal and assistant principal supplement their observations. After the parent has learned that his child is safe, happy, and learning, he in turn, relaxes, and a healthier, happier, emotional atmosphere is built up in the home.

We have had, at times, parents' meetings, but for the past 3 years either Mr. Yale Crouter, the principal, or I, have been available every Sunday evening to discuss each child with the parents. We have found these short, frequent talks with the parents about an individual child to be more effective than any number of theoretical discussions on deaf children in general. However, we are planning to supplement these interviews with meetings in the future.

The parents are encouraged to visit the classroom, and to talk freely with both teachers and counselors. It has been gratifying that more and more fathers have been visiting the classrooms and dormitories recently.

What is the child's emotional reaction to leaving his parents and entering a residential school? Quite frankly, we feel that the fears

of the opponents of residential schools do not seem to be justified under our program. Bed-wetting is considered to be a prime symptom of emotional tension. As of June 8 of this year out of 32 children under the age of 6, we have seven children who must be awakened once during the night to prevent bed-wetting. Of those seven, two have been in school less than 2 months, one comes from a broken home, and a third has multiple handicaps. Only three children over the age of 6 must be aroused during the night.

To be sure, there is always a period of adjustment, but we have found that the emotional disturbance of a child can be minimized by being sure that the following points are observed:

1. That the child visit the school as often as possible, accompanied by one or both parents, before entering school. We frequently have a child visit the nursery several times, while his parents observe other classes.

2. That the child become acquainted with as much of the building and as many of the school staff as possible before entering permanently, and that those experiences are pleasant and reassuring.

3. That the parents are made to feel that their child will be thought of as an individual. There is often the fear of institutionalization in a parent, and the apprehension of the parent is visited on the child. Parents who are satisfied with the school set-up, and who are confident in our ability to help their child, will bring us a relaxed, confident child who adjusts easily. The fearful, overapprehensive parent will enter a tense, overwrought, insecure child.

4. That the program, always, in every way, be adjustable to the needs of the individual child, never the child adjusted to the program.

5. That all members of the staff show affection toward all the children, not to replace the parents' love, but to supplement it, and help build in the child a feeling of belonging.

6. That the parents, and all members of the staff, keep in mind the reiteration of our psychiatric consultant, Dr. Maurice Laufer, that it doesn't matter what you do to a child as long as the child is perfectly sure that your attitude toward him is right.

7. That the program be planned with an understanding of the needs and characteristics of the 3-, 4-, and 5-year-olds, not merely superimposing the former program for entering 6-year-olds onto a lower level.

8. That the education of a deaf child is a mutual job, part ours and part the parents'. We can assist each other, but neither one can take the other's place.

Now, lastly, what do we actually teach our nursery children? I have deliberately placed small emphasis in this paper on that important aspect of a nursery school, for we feel that the social and emotional well-being of a small deaf child is basic for all progress. A happy child, and an unhappy one, given the same ability and the same opportunities will not progress equally. So our teaching theory is to present lots and lots of opportunity for learning while building a foundation of adjustment to the school, and to the world in general. The children are exposed to speech constantly, and its allies, lip reading and auricular training. However, always with the emphasis, no coercion. It is our firm belief that maturation time differs so markedly in individuals that it is wrong to judge a child's progress in

speech or lip reading by the month, or even by the year. We feel satisfied to know that the children who have entered our school at 3 and gone through our whole program have made, in the long run, greater progress than those who entered at a later age.

It is important to realize that what suits our local conditions might be wrong for another locality, and certainly what our program was last year will not be our program next year. In September we are beginning, with our entering nursery group, a completely new speech program, based on the theories developed by Mrs. Maurine Gittzus, head of the deaf-blind department at Perkins Institute in Boston. Time alone will tell its value.

Whenever, as all of us do, we get disheartened, and wish we were accomplishing more with our babies, we are encouraged to remember a remark made, in substance, by almost every visitor we have had to our nursery school. "These are the happiest children I have ever seen." Isn't that a pretty good goal in itself? [Applause.]

MISS HARRELL. We certainly thank Miss Magner for taking care of this paper for us, and we certainly will convey our thanks to Miss Gruver for preparing it and sending it to us. Next we are going to have a demonstration by Mr. Joseph Giangreco from the Illinois School for the Deaf, and he has with him pupils from that school.

(Demonstration: Pupils from the Illinois School for the Deaf, Joseph Giangreco, teacher.)

QUESTION FROM THE FLOOR. How old are your children?

MR. GIANGRECO. These two are 5 and this one 4.

MISS HARRELL. We are trying to keep on schedule and I want to thank Mr. Giangreco for his nice demonstration. We have enjoyed it very much. Our next paper will be by Miss Ruth Orenbaum of the Dallas Pilot Institute, Dallas, Tex.

THE DEAF CHILD UNDER SEVEN

(Miss RUTH ORENBaum, principal, Dallas Pilot Institute, Dallas, Tex.)

Miss Harrell, the committee leader for the preschool and kindergarten section, asked that my paper be confined to what we are doing with the child under 7 at the Pilot School.

Briefly, may I picture the Texas situation prior to 1943? With this understanding I believe you can better visualize the growth of the school.

To my knowledge there was not a preschool for the deaf in Texas. Parents were crying for someone to come to their aid.

The Pilot Club of Dallas, composed of 35 business and professional women, answered the prayers of these mothers by helping establish a class in a borrowed room over a lunchroom in one of the public schools.

I had 13 children between the ages of 3 and 6 that first year. I took half of them in the morning and the other half in the afternoon.

The second year of our school we added an assistant. More children were accepted. Our growth has continued through cooperation on the part of the parents, staff, and sponsors.

In 1948, we moved to our new school home which was given to us. It is a beautiful estate of 7½ acres.

The school had an enrollment of 54 children this past term. The staff consisted of seven full time teachers, a part time rhythm and dancing teacher, a lunchroom manager, an office secretary, and myself.

Our medical staff consists of a pediatrician, a psychiatrist, otologist, ophthalmologist, and a child's dentist. These men advise us as well as examine the children during the year.

Our objective from the first day has been to teach our children to use understandable speech, to acquire a lip-reading vocabulary that will enable them to become a part of the group with whom they associate. How is that goal to be achieved? Theory is fine, but a working situation proves a theory.

Every waking moment must be utilized according to the child's age and ability. Children must have experience for development and understanding. Therefore, we are endeavoring to further the child's learning through a wide variety of experiences.

All of you have observed the lack of appreciation, the lack of the finer graces and the limited knowledge of too many older pupils. One cannot wait until a child is in high school to acquire these things. They must be taught from early childhood. With this idea in mind we are striving to instill appreciation of the beauty that surrounds them.

Flowers from their homes and from our grounds are placed in the entrance hall with the printed form of the word standing by the vase. The children take pride in bringing these flowers, and all unaware of them they are absorbing the printed form, the lipreading, some are able to take the speech and are learning facts from nature.

Stress is placed on the care of buildings and equipment. Although some of the children are very small, their attention has been directed toward these things.

The nursery children have used sets of matching cards of different types of buildings. This is a small beginning but they are learning to observe details. The teachers oft repeated expression, "That is pretty" or "I like that" in time is rewarded by hearing the preschool or kindergarten child use it freely.

Another observation and absorption center, is the lunchroom.

Five children of varied sizes and a hostess are seated at each table. A cork bulletin board is located in the lunchroom. To its side is a blackboard with each child's name on it. This is the month's honor roll. Food cards with the daily menu are placed on the cork board. The printed forms are put under the pictures. The child absorbs during the year these names from lipreading and, if old enough, the printed form. No child is forced to eat any food, but he is certainly encouraged. If he eats all of his food he places a mark by his name and if not, he places an X there. "A" is placed by the child's name in case of absence. Several things are learned by this. First, honesty. A few children have tried to slip in a good mark but the eager eyes of the student body have stopped it much quicker than any teacher could have done. Second, the children learn to try to eat foods they think they do not care for. Third, the meaning of "A" is readily absorbed. Last, but not least, the vocabulary is increased.

Table manners are stressed. The boys seat the girls and ladies. During the meal the conversation varies at each table. However, such

expressions as "This is a good lunch" or "This is my favorite dessert" are heard. We insist on each child saying: "Excuse me, please" when leaving the table. Those unable to say this should say as much by their manner, such as a slight pause and looking toward their hostess.

I cannot insist too strongly on teaching the deaf child to be a little more polite, a little more thoughtful and lovable, than his hearing companion. I feel the same way about their attractiveness in dress. (A big battle is won with the hearing public when they become interested in the deaf child). If a child is alert, attractive, and well-mannered, he will make a good impression. The well-meaning public will more likely become interested in this little individual. The child senses the interest. The desire to please and be loved is in all of us and it is our duty to do all we can to pave the way for the deaf child and to save him from developing an inferiority complex.

Lipreading and speech are absorbed as well as taught. I firmly believe we underestimate the ability of the deaf child to absorb knowledge whether it be factual or connected language.

A careful selection of vocabulary to meet the home needs and later to correlate with the preschool reading is necessary.

Our curriculum has been worked out to meet our local situation to the best of our ability. Mistakes have been made but we are constantly trying to improve the quality and increase the factual material given the children.

Our average age of admittance is 3. After the children have been seen, given the usual screening tests to determine the fact that they are of normal mental ability, I try to ascertain the amount of residual hearing the child may have. All hearing tests on young children are made through play with the use of noise makers, pitch pipes, and the voice.

The nursery group attends school on a half-day basis. We have two groups of six children. The teachers have some assistance from S. M. U. students taking courses in special education and working off clinical hours at our school.

The daily work evolves around free play. The following is actual accomplishments of three children within the nursery group. I selected these three in order that each type would be shown.

Child A was 2 years and 10 months when school started. He has some usable hearing and would respond to mf stimulation at 5 feet. The psychological report is as follows: C. A. 3.3, M. A. 4.3, I. Q. 131. "A" now is able to speak 63 nouns, two proper names, three colors, five numbers, and is beginning to use very simple sentences such as "I see—", "The bell rang," and "I'm a big boy."

Child B was 3 years and 2 months of age when she started last September. She lost her hearing from meningitis at the age of 10 months. She responds to none of the hearing tests. "B's" psychological record shows: C. A. 3.8 M. A. 4.3 I. Q. 116. Her record shows the following work as having been taught in speech: 40 nouns, three verbs, two pronouns, one color, and five numerals. Her lipreading consists of 109 nouns, 25 directions, all colors, and 5 numbers.

Child C was 3 years and 9 months when school started. Congenital deafness, cause unknown. We have been unable to get any response from any hearing tests. "C's" psychological tests are: C. A. 4.3 M. A. 4.0 I. Q. 94. "C" accomplished very little. We feel that he knows only 8 nouns in speech and 23 nouns in lipreading, 3 directions,

no colors. He has done very poor sense training work. The work done by all but one other child in the nursery group will correspond with the first two. All psychological tests are given by the psychologist from the guidance clinic. The Leiter and Merrell Palmer tests were the ones given the children.

The nursery children are given familiar nursery rhymes from lip-reading. They identify the characters from pictures and thoroughly enjoy pantomiming the rhymes.

After the children leave the nursery they enter the preschool, then the kindergarten before entering the first grade. After a child enters the first grade we use the State-adopted texts in all grades.

The Big Book, introducing the preprimer We Come and Go published by Scott-Foresman Co., is given in the preschool. Much work is done in speech and lipreading to widen the child's vocabulary and to give him the usable language he needs.

Each room has a furnished doll house. All children like to play; therefore, we play. Mother sweeps, turns off the lights, dusts the lamp, puts baby in his crib, and endless other things.

The children's lipreading and reading vocabulary is in excess of their spoken vocabulary.

We use the Fitzgerald Key in introducing all language principles as well as to help keep the language straight.

The children never tire of Story Hour, regardless of age. In the preschool department we start with Little Black Sambo, The Three Bears, and others. Felt boards are used in telling these stories as well as dramatization. From the first they learn to "pretend." All of us know from experience that the deaf take things too literally. We encourage the little ones as well as the older ones to "play like" they are various characters. Often at the most unexpected moments some child poses as a television or story book character. This proves to be a strain on the staff at times.

During the past years we have been giving the Metropolitan Achievement Tests. These were chosen because they are used by the Dallas Public School system and we feel it is advisable to use the same.

We start with the kindergarten group by giving the Reading Readiness Test.

We have found the children lacking in the following classifications: Word meaning, Classification, Information and Paragraph meaning. We are trying to overcome this situation by beginning in our nursery.

Our charts will have headings such as: "Things to play with," and the word "toys" will be printed under the heading. Other charts may have such readings as: "Things that fly," "Animals," "Things that talk," or "Vegetables." As these words are given in lipreading or speech, they are classified. The same type charts are used in all lower levels. Therefore, when a child is later given an achievement test and the direction is given by the examiner "Mark everything that flies," the child should be able to do so.

Secondly, we are trying to bring outside information to the children before they reach the textbook age.

Should a hearing child be playing in a room with a group of adults talking about Alaska he would unconsciously be storing up information. By the time he has reached the age to discuss Alaska he has acquired some knowledge of the subject.

This past year each teacher at the pilot school selected a country or a race of people to discuss. Colored charts were made as attractive as possible. The printed material was written by each teacher for each chart according to her class level. This material was presented in reading and lipreading. Each chart was started in the kindergarten and continued throughout the school.

Our subjects were: The First Thanksgiving (which brought in the Pilgrims and the Indians), Mexico, Eskimos, Indians, Holland, and China.

The kindergarten group made a 12-inch cardboard canoe, a bow and quiver and other things used by the Indians. The children's interest never wavered. The lip reading, speech, and simple reading chart was given to this group. All of the hand work was enjoyed by all classes.

At the close of the month an oral test was given each child alone on the chart just completed. Records were kept and at the close of the year an achievement pin was presented to the child in each level making the highest score.

It was amazing the interest shown and the knowledge acquired by the children.

We shall continue our reading charts next term along these same lines. Among the subjects to be used next year will be animal life and things around us. All rooms have group hearing aids and each child has acoustic stimulation regardless of the amount of hearing. We start in the nursery by identifying noise makers, playing records of various animal calls or other sounds. Corresponding pictures are before the child to enable him to identify the sounds. The vowels, ar, o-e and ee, are given; then, a car, a bow and a bee are introduced. Gradually the vocabulary is enlarged according to the child's ability.

Jean Utley's book entitled "What's Its Name," is good for acoustic work. Records for enjoyment only are played. Our rhythm work for the younger children consists of recognizing vibrations, the registers, interpreting the bodily rhythms as well as voice building exercises, speech combinations and accent work.

The preschool and kindergarten groups have had such songs as I Love Mother, Happy Birthday, Little Tom Tucker, and others. The kindergarten continues the same type of work but the children take more songs and are able to identify more bodily rhythms.

Each Friday the entire school assembles for chapel. The order of the service is like any Sunday-school group. The chapel bulletin board gives the order of worship. This stands at the front and it is referred to at each change. The choir sits to the front. The various classes, including the kindergarten group, take turns giving the songs. The Bible stories are told by the teachers with the aid of the felt board. The ushers collect the offering. This is used to buy Sunday-school material or to share with someone less fortunate. Each Thanksgiving the children fill bushel baskets with canned goods for the Salvation Army. This is done during the chapel service and the children, including the nursery group, present their gifts to some representative from the Salvation Army.

From the first day we have stressed the great importance of cooperation on the part of the parents. Classes for mothers of the beginning classes or any other mother caring to attend, are held each year. Due to a limited staff and a lack of time, they are not given as much time

as I would like. I try to give these parents the history of the education of the deaf. They must realize we are in our infancy—not just pilot school, but all schools teaching preschool work. I strive to impress on the parents that they are as much “on trial” as their child. The home and the school must work together.

The mothers are shown how to introduce a new lip reading word or direction. They sit in on actual teaching from time to time. The formation of the speech elements are presented in order that the mother will know how to correct simple mistakes at home. We suggest that they let us present all new speech work.

The Mothers' Club is a live and active organization. Without them we would suffer. [Applause.]

Miss HARRELL. Thank you, Miss Orenbaum. I am sure we will learn a great deal as each one from the different sections of the country talk to us. Now, we are going to hear from Los Angeles, and what they are doing out there. The principal of the Mary Bennett School will speak to us.

DAYS AND WAYS IN THE NURSERY AT MARY E. BENNETT SCHOOL

(Mrs. EVELYN STAHELM, principal, Mary E. Bennett School, Los Angeles, Calif.)

Ever since 1921, Mary E. Bennett School for the Deaf in Los Angeles has admitted deaf 3-year-old children to its preschool classes.

It would appear to be obvious that we must believe that whatever is valuable for normally hearing children is equally valuable for deaf children. If we believe that the good habits established in early childhood are invaluable and that many of our later social, mental, and emotional adjustment problems can be prevented, then it becomes increasingly important to secure opportunities for little deaf children comparable to those provided for small hearing children.

Would you like to come with me this afternoon to visit our nursery at Mary E. Bennett School? Here, there are three rooms that make up the preschool child's home: the tutoring room, the large activity room, and the outdoor area adjacent to these rooms. When the children come in each day, whether it be for the morning or the afternoon session, they find both the indoor and outdoor environment thoughtfully arranged to provide for their growth needs—mental, emotional, social, and physical—within a group of youngsters of their own age. John may dart straight to a shelf, take down some blocks, and begin to build. Lee and Paul probably will head for the trucks and soon are hauling “lumber” to John. Alice may go to the easel and begin to paint. David may just sit and watch for a while—then slowly begin to push a truck along, near the group, but not of it. Other children run outdoors immediately to swing vigorously, ride tricycles, climb, or bounce on the jumping board.

And why is this kind of experience of value for the 3-, 4-, and 5-year-olds? Over a period of time they become independent and resourceful in the use of equipment; exploratory, then friendly toward others. They find satisfaction in receiving and making the beginnings of acceptable social advances to others. They gradually develop as persons with status in their group, first, through watching and then through participating as followers or leaders, as disturbers or as contributing members in play activities.

In a play environment planned to meet the changing needs of the children within the group, each has a chance to know success at his own level of achievement with a minimum of failure. To insure this, there must be many different things to do to accommodate their short interest span.

There must be a number of centers of interest such as a sand box, a doll corner, wheel toys, and climbing apparatus to provide for the varying interests of the group, and to reduce overstimulation by limiting the number of children engaged in any one activity.

We meet this need in the nursery at Mary E. Bennett School by having both the indoor and outdoor areas in use simultaneously. One of our two excellently trained regular nursery school teachers remains outside, the other stays in the inside playroom. The children are free to move in and out as long as there are approximately half of them in each situation.

Throughout the day the children must have a balance—which they often set up for themselves—between vigorous activity and quiet. They need both group activity and the time and the place to be off by themselves with some equipment if they feel the need. Either indoors or out, painting, doll play, picture books or clay, provide opportunities for quiet. About midway through the morning and afternoon, there is provision for a snack and a 15- or 20-minute rest period.

These littlest children should have many opportunities for three types of play experiences—vigorous play, dramatic play, and manipulation.

First, let us consider vigorous play. Children of this age should not be confined in small areas for long periods of time. They are in the large-muscle stage of development, "climbing-wheel-toy children." Several large packing boxes of various sizes, a flexible board to bounce on, a barrel, a ladder and saw horses can be arranged and rearranged endlessly to challenge them to climb, crawl, balance, and jump. Our three tricycles and wagon provide large-muscle activity and are tools for teaching the children to share and take turns.

Next, we have dramatic play. This is the means by which the children learn about the world around them. It is the means by which they grow socially and intellectually. The sand box may be equipped with trucks, road rollers, and shovels on one day; or with cooking utensils, an orange-crate stove, and improvised table on another day to stimulate imaginative play.

The furniture is sturdy enough for the children to use themselves. The cradle is so large that a child can crawl into it and rock. We have gay skirts, scarves, hats, and purses for dressing up. There are many bright-colored covers and simple clothes for the washable rubber dolls.

Indoors, the sturdy trucks, trains, boats, road rollers, and blocks are used in as many different "plays" as there are children.

Lastly, we shall consider manipulation of materials and sensory experiences. The world is still very new to these beginners and they enjoy experimenting with all kinds of materials. There is sand to sift dry through one's fingers or dampened to shape into tunnels or cakes. There is clay to roll and squeeze, to poke and pound, and eventually mold into the shapes of familiar things. There is finger-paint to smear, to squish through the fingers and to make into truly beautiful designs. Easels with large papers, long-handled brushes,

and a variety of colors offer opportunity for manipulation, experimentation, and creation. Hollow blocks and solid floor blocks are used both to form designs and to build.

Drums, bells, puzzles, picture books, wall pictures, and flower arrangements offer sensory experiences. Then, too, there are many kinds of legitimate water play such as watering the tiny garden, bathing the dolls, washing their clothes and the dishes, and blowing bubbles.

The nursery teachers give encouragement and assistance, whether it be a smile, an admonition, or a steadying hand. They constantly provide opportunities for incidental and purposeful lip reading.

You may now step around the corner to the tutoring rooms and look through the one way vision glass panes which provide parents and visitors with an opportunity to actually see the children being taught without the children being aware of their presence. These two rooms with their soft green color and abundance of meaningful teaching materials might be termed the academic area. You will notice that each teacher has her own tutoring room especially planned for her use and equipped with electrical hearing aid and turntable installations of the very finest and latest types.

We feel that because deafness is the greatest single educational handicap compensatory activities must be engaged in by little deaf children as early as is profitable. The compensatory activities are the development of speech and of lip reading. These communication skills are taught by two tutors who have the training required of all regular teacher plus an additional year of specialization in the field of the deaf.

Following periods of sense training, the initial work in lip reading and preparatory speech is begun using the whole word with meaning approach. Speech itself is taught through the simultaneous use of sight, touch, and residual hearing.

Because the ear is and always will be the best guide for speech, we feel it to be vitally important for each child to receive his daily instruction with the help of a powerful, especially constructed hearing aid. We not only use the hearing aid for developing voice and speech but also to stimulate the children's pleasure in sound.

Let us look through the glass into the first tutoring room. Four-year-old Wynona is adjusting her earphones and regulating the dual volume controls. She turns on the power and then goes to the turntable and places the needle in position on the record. An expression of understanding and satisfaction comes into her face as she listens attentively. Don't you wonder what she is hearing? It might be a farm record filled with the homely sounds of the animals; or perhaps, it is the music of a band marching in parade.

Now, let us look through the next window into the room where the tutor is working with 3-year-old Tommy, whose father and mother are graduates of our school. Tommy has a whole barnyard in front of him. The miniature cow, like the other toy animals, has a soft-felt finish over a pliable rubber body. As the teacher asks for each animal, Tommy, watching her lips very carefully, picks it up and gives it to her. Frequently, Tommy's lips will shape the words just used by his teacher.

The teaching done by the tutors is all on an individual basis, at times when the children are ready and willing to work. They must be

taught with infinite patience and at first, almost word for word, the language for even the commonest things.

I will now take you down through the patio past the numerous other classrooms to the offices. It is here that we keep the machinery oiled that helps Mary E. Bennett School to function. It is here that we keep the records.

Perhaps these records may appear to be only identical sheets of paper containing a series of repetitious facts, but in reality every folder holds within its pages the brief life history of a little deaf child. It tells of his physiological and psychological problems. It tells the story of his experiences, his growth, and development.

There are certain prerequisites to entering Mary E. Bennett. The child must first be examined by the family otologist. Then the parent is interviewed and the child is examined by the school psychologist. A record is kept of these examinations.

Here we also keep a record of our financial expenditures. Last year it cost the Los Angeles Board of Education \$1,129 to educate each deaf child at Mary E. Bennett.

It is in these offices, too, that the parents are interviewed. From time to time they discuss their children's progress with the principal, the teachers, the psychologist, the otologist, the pediatrician, the audiometrist, and the nurse. They learn what they can do to cooperate with the school so that the learning patterns initiated at Mary E. Bennett may become an integrated part of the child's home life.

It is 3 o'clock now and through the window we see the school busses standing beside the curb. The bus drivers help their small passengers into the busses and start on the trip to deliver each child to his home even into the farthest corners of a school district which covers 703 square miles.

I hope that you have enjoyed your day and that you like our ways at Mary E. Bennett. I hope that you are convinced of the value of the methods we use to help these little deaf children—the methods which we firmly believe will give them the proper start on that long and arduous road ahead and which will help them to become happy and useful citizens in a hearing world. [Applause.]

MISS HARRELL. I am sure that we are very grateful to Mrs. Stahlem for this very clear picture of school days and ways in their school. Next will be a demonstration by Miss Mary Stack, from the Lutheran School.

(Demonstration: Pupils from Evangelical Lutheran Institute, Detroit, Mich., Miss Mary Stack, teacher.)

MISS HARRELL. Thank you, Miss Stack, very, very much and thank you, Mr. Klein, for your assistance. I wish to heartily thank everyone who participated in this program. Thank you. You are dismissed.

MINUTES OF THE TWENTY-THIRD MEETING OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

SECOND SESSION, MISSOURI MEETING, THURSDAY AFTERNOON,
JUNE 21, 1951

The meeting was called to order by President Craig at 4:15 p. m.
The recommendation of the executive committee that the Denver

Day School and the Southern California School be admitted to membership was approved.

The recommendation of the executive committee that Dr. Powrie Vaux Doctor be elected to honorary membership was received. Dr. Doctor was nominated and unanimously elected an honorary member.

REPORTS OF SPECIAL COMMITTEES

A REPORT OF COMMITTEE ON STANDARDS

(Mr. J. H. GALLOWAY, Superintendent, Rochester School, chairman)

At the conference meeting in Colorado Springs last fall a resolution, presented by Dr. Stevenson, was adopted, setting up teacher-pupil and supervisor-pupil ratio standards at different age levels.

At a meeting of the executive committee of the conference in Washington, D. C., on January 19, 1951, a committee was appointed (1) to study standards, (2) to make revisions of those approved in Colorado Springs, and (3) to suggest extensions. This committee consists of J. H. Galloway, New York, chairman; Glenn I. Harris, Montana; Roy Stelle, Texas; and E. A. Stevenson, California.

In this report the committee on standards is dealing with the first and third parts of this assignment, namely the study of standards and their extension within the area relating to academic and vocational aspects of our work. The committee realizes that there are further areas to be surveyed and it is hoped that a committee will be appointed at this meeting to continue the study of standards.

This study requires considerable time and effort on the part of a committee, and such committee's work should not be continued unless it has the full support and definite approval of the conference.

On May 28, 1951, a questionnaire concerning standards relating to the academic and vocational standards was sent to 50 superintendents of schools for the deaf. Thirty-six were returned. On the basis of replies to this questionnaire the committee on standards makes the accompanying report on recommendations.

The committee recognizes the impossibility of arriving at fixed standards because of divergent and varied local conditions. The recommendations are, therefore, based upon norm ranges which are current practices in schools for the deaf in America.

The committee on standards reports the recommendations as follows:

1. That it would be advantageous for the conference to set up standards relating to the academic and vocational aspects of our work.

2. (a) That principals of schools for the deaf may be expected to be on the job from 30 to 40 hours per week.

(b) That supervising teachers may be expected to be on the job from 30 to 40 hours per week.

(c) That from 5 to 6 hours per day constitutes a proper workday for a teacher in a school for the deaf.

(d) That from 7 to 15 classes is an optimum number for a supervising teacher to cover.

(e) That a teacher may be expected to spend from 1 to 2 hours per day in preparation of class work.

(f) That from 1 to 2 hours per week may be required of a teacher for extracurricular work.

(g) That among legitimate extracurricular duties are the following: Club work, study hall, Scout work, Sunday school, school programs, parties, demonstrations, etc.

(h) Recommendation for this is omitted because of lack of substantial agreement.

(i) Replies received to this question pertaining to the number of hours a day a child should be in class indicated that the question was misunderstood. It will, therefore, be redrafted in a clearer statement and submitted at a later date.

(j) That from 5 to 10 classes warrant a supervisor of vocational department.

(k) That from 8 to 15 pupils is the optimum number to be assigned to a vocational class under one teacher.

The recommendations embodied in the report were voted on one by one. The recommendations were approved. Dr. Cloud, of Illinois, was recorded in opposition to the recommendations.

REPORT OF THE EDITOR OF THE AMERICAN ANNALS OF THE DEAF

(DR. POWRIE V. DOCTOR, Gallaudet College, Washington, D. C., Editor)

Dr. Doctor reported on the Annals as follows:

In reviewing the status of the American Annals of the Deaf for the past academic year, I will first discuss the January issue, as that single number takes as much time as the rest of the work on the Annals.

The first point I wish to stress, and I cannot emphasize this point strongly enough, is the increase in the number of schools and classes for the deaf in the United States and Canada. This year we had 277 schools and classes listed in the January issue. At the present time we have the addresses of 92 additional schools and classes which may be listed in the January 1952 Annals. We will probably not get all 92 listed, but say we get half, or 46. This will bring the number up to 323. This is virtually 100 more than were listed 3 years ago. It must be remembered that one additional school means more names in the teacher's list, more salary schedules to be listed; in other words, each new school makes for many additional entries. Most of these are new schools which have very little knowledge of the working of the convention, the conference, or the Annals. This involves much additional time and expense. I do not wish to imply in any measure that we do not wish to list these schools, or refrain from keeping up the standard of the January issue. The Volta Bureau and the United States Office of Education both now accept the statistics as listed in the January Annals and do not publish separate reports. This year about 700 more pupils were reported in the Annals than last year. Slightly more than one-half of this number were enrolled in residential schools.

Point 2: We now have a complete file of the certification by the conference of all the teachers of the deaf. It may interest you to know that last year 50 teachers of the deaf who were certified by the conference were not turned in to the Annals by their school's office as certified. Also 350 teachers were turned in by schools as certified for whom we could find no record. In some cases the teachers had married and no record could be found of their certification under their married name. Some teachers thought they were certified because they had been graduated from a training center which had been certified by the conference. We hope this coming year to make a careful check on the list of names of instructors sent into the Annals and to report back to the superintendent the name of any teacher who is marked as being certified but is not so listed in the master file. In this way we hope to make the list as accurate as possible.

Point 3 deals with returning questionnaires as quickly as possible. Inasmuch as the tabular material on residential schools is printed first in the January issue, we cannot go to print until the residential schools are all in. When reports reach the Annals' office as late as January 8, it delays the entire number.

We usually send out six follow-up cards on the questionnaire and then resort to telegrams. This involves considerable expense.

Point 4 covers publishing costs. You know as well as I do that paper prices have gone up tremendously. This naturally affects the Annals. Our printing costs have been cushioned because of the fact that we now do our printing at Gallaudet College. For the first time this year, the tabular material was made up at Gallaudet College. The machine for making these tables was purchased a year ago. The college paid for half of the expense and the Annals the other half. The January issue for 1951 could not have been published had it not been printed at Gallaudet College. The financial burden which the college assumes in connection with the American Annals of the Deaf is a point that cannot be stressed too strongly, and we are indebted to Dr. Elstad for allowing the publication to be printed at the college. Only 34 schools take all the Annals they are required; 39 residential schools do not.

Point 5: During the past academic year we have made reprints of every important article. These reprints are all listed with H. W. Wilson & Co., in New York. This is excellent publicity for the conference, the convention, and the Annals. We are receiving some very excellent articles for the Annals. Some of these are coming from universities and colleges which are becoming interested in the field of deafness. I wish more colleges and university libraries subscribed to the Annals. This is a point that I wish each superintendent would do: Write a note to every college and university library in your State and suggest that they subscribe to the Annals or at least take the January number. Also, we would like for each large city library to have the January number on file. Nearly every library would be glad to do this if their attention is called to the matter, especially by some school within the State itself.

Point 6: I have with me several copies of a pamphlet published by the American Foundation for the Blind, Inc. This is a list of all theses on blindness in the United States. A number of groups have approached the Annals and asked why we could not publish something similar. Personally, I think it is a most worth-while project. I think that if one issue of the Annals were devoted to this material it would be of invaluable aid to research centers and training centers for teachers of the deaf. All theses at Gallaudet College have been completed, and I believe this project could be carried out without too much expense. I believe we could do this for about \$300 to \$400 additional. I would certainly like to suggest this project to the conference as something which I believe should be done.

Point 7: At the October meeting of the conference in Colorado Springs it was agreed to raise the price of the single subscription of the Annals from \$2 to \$3. This has been done with no noticeable decline in renewals of subscriptions to the Annals. About 600 additional subscriptions have been added in the last 3 years. This does give the Annals a bit more income. Last year we had about \$150 worth of advertising. This year it should go over \$200. This gives us a bit more income. The sale of used copies has fallen off because many colleges are now curtailing their budgets because of anticipated cuts in enrollments. We are indebted to the following people for sending us old copies of the Annals:

Dr. Sam Craig, Western Pennsylvania School.

Miss Anna C. Reinhardt, Reinhardt School.

Mrs. Paul Lange, Wisconsin.

Miss Florence Schornstein, New Jersey school.

William McClure, Tennessee school.

Miss June Miller, University of Kansas.

Miss Margaret Bodycomb, Pennsylvania school.

We are indeed grateful for these copies of the Annals.

In conclusion I shall state briefly the seven points which I have brought out in this report:

1. The tremendous increase in the number of schools and classes for the deaf—almost 100 more in 3 years.
2. The master file on teacher certification and the fact that all names will be checked for 1952.
3. January questionnaires should be returned more promptly.
4. Increase in publishing costs, which in the case of the Annals is largely being assumed by Gallaudet College.
5. Necessity for sending the Annals into colleges and universities.
6. The project of printing all theses on deafness in the United States up to 1950. In the last January issue we printed all that we knew about which had been done in 1950.
7. Increase in advertising and subscriptions.
8. Public relations.

I wish to thank personally all of you for your fine cooperation during the past year. It is such cooperation that can make for efficiency in a work such as ours. I particularly wish to thank Dr. Craig, Superintendent Boatner, Dr. Bjorlee, Ed. Tillinghast, and Dr. Brill.

Very truly yours,

POWRIE V. DOCTOR,

Editor, *American Annals of the Deaf*.

In discussing the report Mr. Boatner pointed out while only 249 schools were listed in the January 1950 Annals as compared to 277 schools listed in the January 1951 Annals, this did not indicate a proportionate increase in enrollment. Actually only about 700 more children were listed this year than in 1950 and half of these were in long-established residential schools and the greater part of the remaining half enrolled in already listed day and private schools. Therefore, while on the surface it might seem that the listing of 48 additional day schools would mean a large increase in the number of children listed, actually a very small number of children were added by listing these schools.

Dr. Elwood Stevenson brought up the question of whether one or two teacher day classes should be termed "schools" or whether they should be listed as "day classes." It was voted that this question be referred to the committee on statistics. It was then moved and seconded that each school be requested to subscribe for at least one copy of the Annals for each member of its educational staff. The motion was adopted.

REPORT OF COMMITTEE ON CAPTIONED FILMS

(EDMUND B. BOATNER, superintendent, American schools, chairman)

Mr. Boatner reported that the Junior League of Hartford has contributed \$5,000 to help caption films and league members are assisting in the work. One feature length film has been captioned and several educational shorts. Numerous worth-while industrial and commercial films can be secured, usually without cost, but a satisfactory source of grade A entertainment films has not been found as yet. The committee is continuing to explore all possibilities and believes a method of securing such films can eventually be arranged.

TREASURER'S REPORT

(Dr. LEONARD M. ELSTAD, president, Gallaudet College, treasurer)

Dr. Elstad submitted the treasurer's report as follows:

CONFERENCE OF EXECUTIVES, AMERICAN SCHOOLS FOR THE DEAF

Statement of Leonard M. Elstad, treasurer, June 15, 1951

Cash on hand, Oct. 12, 1950 (as shown by statement of that date)----- \$821. 83

RECEIPTS

Dues collected and deposited:

Oct. 16, 1950 (year 1950)-----	\$80. 00
Oct. 23, 1950 (year 1950)-----	130. 00
Nov. 14, 1950 (year 1950)-----	160. 00
Dec. 6, 1950 (year 1950)-----	70. 00
Jan. 17, 1951 (year 1950)-----	60. 00
June 6, 1951 (year 1950)-----	30. 00
June 13, 1951 (year 1950)-----	10. 00

Total receipts----- 540. 00

Total----- 1, 361. 83

DISBURSEMENTS

Nov. 15, 1950, Sam B. Craig (telephone and wire expenses for meeting of conference of executives).....	\$4.02
Nov. 30, 1950, Midcentury White House Conference.....	100.00
Jan. 8, 1951, Imperial Metal Co.....	250.00
Feb. 23, 1951, Lois H. Stuntz (typing).....	20.00
Apr. 14, 1951, American Annals of the Deaf.....	250.00
Total disbursements.....	624.02
Balance on hand June 15, 1951.....	737.81
Respectfully submitted,	

LEONARD M. ELSTAD, *Treasurer.*

I have examined the above account with the books of the conference of executives, American Schools for the Deaf, and certify it to true and correct.

LLOYD H. JOHNSON,
Notary Public, District of Columbia.

The report was accepted.

Financial report of the certification committee, Dr. Richard Brill, superintendent, Southern California School, as follows:

Balance sheet—June 8, 1951

INCOME	
Cash on hand Oct. 1, 1950.....	\$49.60
Fees Oct. 1, 1950, to June 8, 1951.....	297.50
Total income.....	347.10
EXPENSES	
Lettering 68 certificates.....	68.00
Return of fees on four rejected certificates.....	20.00
Refund for overpayment on application.....	3.75
500 letterheads and 500 envelopes.....	22.00
Envelopes and backing for mailing certificates.....	5.71
Postage.....	18.00
Stencils and mimeograph paper.....	5.18
Transcript from Ohio University.....	1.00
Payment, I. S. Fufeld, for certificates he processed.....	7.00
Payment to R. G. Brill.....	57.00
Total expenses.....	207.64
Income.....	347.10
Expenses.....	207.64
Cash on hand.....	139.46

RICHARD G. BRILL, *Secretary.*

The report was accepted.

REPORT OF COMMITTEE ON RESOLUTIONS

(GLENN I. HARRIS, superintendent, Montana school, chairman)

Whereas the members of the Conference of Executives of American Schools for the Deaf find from daily experience that the State-Federal program of vocational rehabilitation is of great value to deaf people in attaining satisfactory occupational adjustment, that it is much more advantageously carried on in its current setting close to allied interests such as public health, education, and welfare, and that logical extension of the service, as set forth in S. 1202 of the first session of the Eighty-second Congress, is highly desirable: Be it therefore

Resolved, That the conference go on record as endorsing said S. 1202 and such desirable amendments as may be developed; and be it further

Resolved, That the sense of the conference be forwarded to Senator Douglas. Whereas the members of the Conference of Executives of American Schools for the Deaf have enjoyed an outstanding convention; therefore be it

Resolved, That the Conference of Executives of American Schools for the Deaf extend to superintendent and Mrs. Truman Ingle, the faculty and staff of the Missouri School for the Deaf, and to State and city officials our sincere appreciation for their efforts in extending every hospitality and in preparing an outstanding program for the benefit of all in attendance; be it further

Resolved, That the secretary send a copy of this resolution to the State board of education, the board of advisors and the press.

Whereas the following men have contributed much to the education of the deaf through many years of service; therefore be it

Resolved, That the secretary of the conference be instructed to send greetings and best wishes of the conference to Dr. Percival Hall, Dr. A. C. Manning, Dr. Harris Taylor, Dr. Frank Driggs, Dr. Wesley Connor, and Dr. Herbert Day.

GLENN HARRIS,

Chairman.

JOHN M. WALLACE.

M. B. CLATTERBUCK.

The resolutions were adopted.

DISCUSSION

Dr. Craig then called attention to a resolution which had been handed to him and which concerned the desirability of establishing a special section on physical education in the convention. The matter was tabled.

A motion to adjourn failed to carry.

Dr. Elwood Stevenson then put forward a resolution expressing concern at the lack of understanding of the special needs and problems of the deaf by many persons now engaged in the field of educating the handicapped, as evidenced by the increasing tendency to establish small ungraded day classes, in many cases taught by untrained and inexperienced teachers. Lengthy discussion ensued after which it was voted that the president appoint a committee of three members to take this matter under consideration and to report back at the evening session.

The president appointed Mr. Reeder, Mr. Hester, and Mr. Stelle as members of the committee.

The meeting recessed at 5:50 p. m.

The meeting resumed at 11 p. m.

The special committee offered a resolution which after discussion and amendment was as follows:

The Conference of Executives of American Schools for the Deaf, in session at the meeting held in Fulton, Mo., June 21, 1951, noting the rapid establishment, growth, and development of programs of special education for exceptional children view with grave concern the current trend and resultant effects in the area of the education of deaf children. This concern is based upon the evident failure to recognize the special problems involved in the teaching of deaf children. We therefore recommend:

1. That classes for deaf children be not established unless there be a sufficient number of deaf children available to maintain not less than five properly organized and supervised classes, as already expressed by the conference at its meeting in Faribault, Minn., in October 1948; and

2. That in each class the educational level range not exceed two grades.

We further respectfully recommend that the administrators of residential and day schools for the deaf having five or more teachers be placed on commissions or committees in their respective States, the duties and responsibilities of which have to do with policy making and legislation affecting such schools.

It was voted that this resolution be adopted and that it be transmitted to the commissioners of education of the several States and other officials engaged in special education.

It was voted that a committee of five be appointed to continue to study the matter of the central secretariat in conjunction with the convention and to report to the next meeting of the conference.

It was moved that in view of the importance of a clear understanding of what is meant by "deaf" and "hard of hearing" that the conference reaffirm and emphasize its definition of these terms as officially approved at a special meeting in New York City in 1937 as follows:

1. The deaf: Those in whom the sense of hearing is nonfunctional for the ordinary purposes of life.

This general group is made up of two distinct classes based entirely on the time of the loss of hearing:

(a) The congenitally deaf: Those who were born deaf.

(b) The adventitiously deaf: Those who were born with normal hearing, but in whom the sense of hearing became nonfunctional later through illness or accident.

2. The hard of hearing: Those in whom the sense of hearing is functional with or without a hearing aid.

ELECTION OF OFFICERS

The following officers were unanimously elected to serve until 1954:

President, Howard M. Quigley.

Vice president, Edmund B. Boatner.

Secretary, Richard G. Brill.

Treasurer, Edward W. Tillinghast.

Members of the executive committee, Sam B. Craig and John M. Wallace.

Mr. Quigley took over the chair from Dr. Craig.

It was moved that the committee on standards be continued. The motion was carried.

Dr. Elstad recommended that all the members read the Silent Worker.

It was voted to continue the committee on accrediting schools for the deaf.

The meeting was adjourned, sine die, at 1 a. m., June 22, 1951.

Attest:

E. B. BOATNER, *Secretary*.

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SCHOOLS REPRESENTED AT THE TWENTY-THIRD MEETING OF THE CONFERENCE OF
EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF HELD AT THE MISSOURI SCHOOL
FOR THE DEAF, JUNE 19-21, 1951

RESIDENTIAL SCHOOLS

Alabama Institute.....	J. E. Bryan.
Arizona School.....	E. W. Tillinghast.
Arkansas School.....	John M. Wallace.
California School.....	Elwood A. Stevenson.
Southern California School.....	Richard G. Brill.
Colorado School.....	Alfred L. Brown.
American School.....	Edmund B. Boatner.
Gallaudet College.....	Leonard M. Elstad.
Kendall School.....	Hugo Schunhoff.
Florida School.....	Clarence J. Settles.
Illinois School.....	Daniel T. Cloud.
Indiana School.....	Jackson A. Raney.
Iowa School.....	E. LeRoy Noble.
Kansas School.....	Stanley D. Roth.
Kentucky School.....	Madison J. Lee.
Louisiana School.....	John S. Patton.
Maryland School (white).....	Ignatius Bjorlee.
Maryland School.....	Francis M. Andrews.
Michigan School.....	Bruce Siders.
Minnesota School.....	Howard M. Quigley.
Mississippi School.....	Robert S. Brown.
Missouri School.....	Truman L. Ingle.
Montana School.....	Glenn I. Harris.
Nebraska School.....	Jesse W. Jackson.
New Mexico School.....	Marshall S. Hester.
New York School.....	Charles A. Bradford.
Central New York School.....	Fred L. Sparks.
Rochester School.....	James H. Galloway.
North Carolina School.....	Carl E. Rankin.
Oklahoma School.....	L. B. Hall.
Oregon School.....	M. B. Clatterbuck.
Western Pennsylvania School.....	Sam B. Craig.
Wisconsin School.....	William Milligan.
South Carolina School.....	William L. Walker.
South Dakota School.....	A. S. Myklebust.
Tennessee School.....	Mrs. Ethel A. Poore.
Texas School.....	Roy M. Stelle.
Utah School.....	Boyd E. Nelson.
Virginia School.....	Joseph E. Healy.
Washington School.....	Virgil W. Epperson.
West Virginia School.....	Stanley R. Harris.
North Dakota School.....	Carl F. Smith.

DENOMINATIONAL AND PRIVATE SCHOOLS

Michigan Evangelical Lutheran Institute.....	John A. Klein.
Minnesota, W. Roby Allen School.....	Miss Faye C. Allen.

CANADIAN SCHOOLS

British Columbia School.....	Charles E. MacDonald.
Mackay School of Montreal.....	M. S. Blanchard.

DAY SCHOOLS

Newark, N. J., Day School.....	Dwight W. Reeder.
Junior High School 47, New York.....	Miss Harriet F. McLoughlin.

EVENING SESSION THURSDAY

Dr. POORE. The clock says 6 minutes after 8 and my watch says 1 minute of 8, so I think we had better get started. We had four representatives at the White House conference; Dr. Elstad of Gallaudet,

Dr. Fusfeld, Dr. Dan Cloud, and Mr. Fred L. Sparks. Mr. Sparks will give us a report on the White House Conference to start the evening program.

THE MID-CENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

(Mr. FRED L. SPARKS, Jr., superintendent, Central New York School for the Deaf, Rome, N. Y.)

Madame President, guests, and members of the convention: President Truman called the White House Conference on Children and Youth in 1950. This was the fifth in the series of such conferences under sponsorship of the President of the United States since the beginning of the century. The conference was known as the Mid-Century White House Conference on Children and Youth.

Even more than 2 years before the conference in December 1950, there were the preconference sessions, which extended officially from 1948 to 1950, with citizens gathering the facts they needed for action and translating already accepted goals into legislation and practice. We participated in the preconference session on the State level with the New York State Citizens' Committee of 100 for Children and Youth. Dr. Irving S. Fusfeld, dean of Gallaudet College, participated in the preconference sessions on the national level and we are sure there are a number of superintendents, principals, and teachers who participated in this preconference session throughout the United States on a State level.

We wish to express our appreciation to you for sending us to the Mid-Century White House Conference as your representative and delegate, at no cost to the conference, by the way. This is, perhaps, the reason we attended.

Members of the Conference of Executives of American Schools for the Deaf and Convention of American Instructors of the Deaf who participated in the Mid-Century White House Conference in Washington from December 4-7 are Dr. Sam B. Craig, Dr. Leonard M. Elstad, Dr. Ignatius Bjorlee, Dr. Irving S. Fusfeld, Dr. Daniel T. Cloud, and Fred L. Sparks, Jr.

This is our report to you. Your national organization, the Convention of American Instructors of the Deaf, participated in the Mid-Century White House Conference on Children and Youth.

The Mid-Century White House Conference started from the premise that the people who are closest to the daily lives of the children bear the greatest responsibility for them. The conference, therefore, was guided in large measure by the needs and experiences of those who are caring for children day by day. At the conference, were lay citizens, professional workers, and public servants to thresh out together their separate and mutual problems.

This was a conference centered on children. Methods and materials were developed to dramatize children's needs and focus on ways of meeting them. The results of expert research and advice was presented so that people who work with children may know and use the latest scientific findings on child health, development, and welfare. Seven subjects were studied closely by the 1950 conference. This is what the conference did: (1) Focused attention on our concern for children and youth; (2) brought together in usable form our

present knowledge; (3) pointed up the needs of parents; (4) looked at the physical, social, economic, and moral environment; (5) sized up present services for children and youth; (6) examined into the ways people are now working together; and (7) initiated steps for the achievement of the conference recommendation in the coming decade.

Through joint study from a National, State, and local point of view the conference brought together significant knowledge about children, their homes and community, and pointed to the gaps in our knowledge. It highlighted on the paths on which we must travel to develop young people who are secure within themselves and equipped for a changing world. The past conferences; that is, the third phase of the Mid-Century White House Conference has not been completed. All of the resources will be mobilized for carrying out an immediate and long-range action programs.

During the conference it was a joy to work in the small "buzz groups," so-called, with young people participating in the conference and not only making themselves heard and known but contributing to the discussions of the group.

We heartily recommend that this convention assembled look for the printed materials which will be forthcoming from the conference. As in the past, the President's conference materials are used during the 10 years after the conference. I commend to your attention and use the printed materials which are being made available to you.

The most significant point to come from the conference that is widely distributed is the Pledge to Children. We should like for this to be spread on the minutes of our meeting because you participated in writing this pledge.

PLEDGE TO CHILDREN

To you, our children, who hold within you our most cherished hopes, we, the members of the Mid-Century White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life, and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice, and mutual respect.

So may you grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

Your convention and conference participated in a very fine way in the form of establishing an exhibit for the convention at the Mid-Century White House Conference on Children and Youth. A detailed report of the exhibit is written up by Dr. Irving Fufeld in the March 1951 issue of the American Annals of the Deaf, pages 275 to 280. I commend this write-up to your attention and report to you that not only the committee in charge felt that it was a satisfactory venture in public relations, but all of us who saw it felt that this was a wonderful job.

This was the first time that your convention had participated in a national convention other than the Convention of American Instructors of the Deaf. We recommend that your convention participate in all conventions of and for the interest of the education of the deaf, State and national, including State associations for the deaf, and the NAD.

We would like to join with you and command Dr. Elstad and Dr. Fufeld and the others for establishing this exhibit at the convention. In appreciation for their fine work in the interest of the understanding of the deaf and their and our problems, I am sure you would like to give the committee which set up the exhibit a vote of thanks and a round of applause. [Applause.]

Dr. POORE. Thank you, Mr. Sparks. Our next report will come from a representative of the National Association of the Deaf—Mr. Richard J. Joutras, associate director, American Bureau of Public Relations. Mr. Joutras.

THE DEAF AND THE HEARING PUBLIC

(Mr. RICHARD J. JOUTRAS, associate director, American Bureau of Public Relations, National Association of the Deaf, Chicago, Ill.)

Ladies and gentlemen, one thing is certain about the hearing public—it knows very little about the deaf. Inasmuch as deafness is perhaps the greatest educational handicap that can be visited on a child, this ignorance is inexcusable.

When the National Association of the Deaf retained the American Bureau of Public Relations a little more than a year ago, the first thing we learned was that there was a towering wall of misunderstanding separating the deaf from the hearing public.

If we can persuade educators to chip away at this wall and weaken it, we will have served the deaf well. Some educators are doing their utmost now to help us in that fight. Others are indifferent, and a third group—small in size, we are happy to say—believes in a policy of appeasement—let the forces of misunderstanding have their way because it is too much trouble to fight them.

The great Frenchman, Voltaire, once told a man disputing with him, "If you would quarrel with me, sir, define your terms." That

is what we must do before we can tear down this wall of misunderstanding.

The necessity of common understanding of nomenclature was appreciated by the convention in 1937, when the terms commonly employed by educators were adopted. Since that year, a sharp distinction has been drawn between the deaf, as understood under the convention definition, and the hard of hearing. But this distinction unfortunately does not find universal acceptance in the lay world. We must fight for that.

Many years ago, before semantics became a recognized branch of learning, some dictionary makers classed the deaf—and still do—as those who are deprived of hearing, either wholly or in part. That definition is worse than unsatisfactory—it is downright vicious in many ways because it lumps together two groups of handicapped individuals whose approach to knowledge must be established in different ways. The hard of hearing child, even if he has difficulty in doing so, can hear. The deaf child simply is unable to do this. It makes just as much sense to call a deaf child hard of hearing as it does to call a youngster blind when he sees very well with the aid of a pair of spectacles.

This recapitulation doubtless is old hat to most of you ladies and gentlemen. Nevertheless, we are doubtful whether you realize the enormous misunderstanding that exists among hearing people because of confusion of the terms deaf and hard of hearing. It is the most formidable single obstacle that the National Association of the Deaf faces in its public relations program. Many of the NAD's other problems stem directly from it.

We are all familiar with the unwillingness of the conscientious scientist to publicize his research until he has proof of his findings. Yet the type of publicity which the deaf attract is largely what we call "miracle" publicity. It relates to some allegedly deaf child being restored to the world of sound with a hearing aid or some other mechanical device. Only a few months ago, an article appeared in the magazine section of the Indianapolis Star about the deaf entitled "They Hear With Their Eyes." The fact that a hearing aid will never enable a deaf person to enjoy Beethoven or Billy Eckstine does not matter to the writer or the magazine. Without venturing into the fight about lip reading, it can be said that it certainly does not give the deaf the enjoyment that is possible with normal audition.

What is the effect of all this "miracle" publicity? The answer is that it creates in the minds of hearing public the fixed impression that deafness is a minor handicap. While we emphasize in all of our work that deafness is a surmountable educational handicap, we see great evil arising from the idea becoming fixed that magic wands are being waved to erase it. We actually have in our files letters from deaf men who have been advised by kindly, paternalistic employers to purchase a hearing aid. When the deaf man insists that a hearing aid is useless to him, the employer concludes that the nonhearing man is just plain stubborn. The only reason on earth why the employer feels this way is that he has read the "miracle" publicity or the "miracle" advertisements—and believed them.

Educators of the deaf can render an enormous service here. First of all, whenever a magazine or newspaper writer comes to your school to do an article about the deaf, please sit down with him and explain

the difference between the deaf and the hard of hearing. Emphasize to him that the two groups are entirely different in the type of educational techniques they need. Caution him against exaggeration of any kind. A great deal of preventive work can be done. Writers are reasonable men and women, as a rule. The difficulty is that they need a peg for their story and the easiest peg for them is the "miracle" business about the deaf becoming undistinguishable in hearing society as the result of magical new teaching techniques.

The "miracle" publicity tends to make still greater the problem which parents present to schoolmen. Parents of deaf children, in a way, are more pathetic than the mothers and fathers of all other handicapped children. They see a child without a visible deformity and think that anything which promises a transformation to normalcy is wonderful. The wish is father to the thought and it is very easy for them to become evangelists for unproven techniques. This, of course, further widens the area of misunderstanding. Parents should be told the unvarnished truth and not allowed to nourish hopes that often are doomed to dissolution.

Is it not better to tone down the expectations of parents at the beginning? Then if the child, through possession of acute intelligence and intuition, surpasses expectations, the parents will be filled with elation. This course, too, has the advantage of avoiding making missionaries out of parents on behalf of the alleged miracles.

We realize fully that educators are busy men. Yet the realm of misunderstanding is so vast that it simply cannot be conquered by the NAD alone. We would like to have each superintendent and every teacher as a volunteer in the fight against misunderstanding. Teachers are literate and when they see distortions of the truth in print, they can write letters to publications pointing out where there have been deviations from the truth. The fact is that editors of lay publications are confused, too, and in most cases would welcome an accurate presentation of the facts. Do not be overly modest about getting your name in the paper. The deaf need your help.

We do not enjoy omelets without first breaking eggs and in some cases it will be necessary to take issue with doctors of medicine who have become increasingly bold in their preachments concerning education. There seems to be in educational circles a respect verging on awe for the magic letters "M. D." after a name. Actually, there normally is no more justification for a physician intruding in the field of education than there is for one of you gentlemen to remove a tumor. We are not advocating the waging of a verbal war with the medical profession but we insist that certain otologists have spread misinformation about education of the deaf through pronouncements based on a superficial, or almost nonexistent knowledge of the educational problems involved. When this is the case, they should be called to account.

This applies with equal force to the nauseating advertisements of some of the hearing aid companies. It would do us a lot of good to have individual superintendents and teachers write to the hearing-aid companies in protest against such ads as that of "Acousticon" blazoning an appeal to stop being deaf for only \$69.50 full price. The Zenith advertisements indicating that deafness is a prison in which all chance of human happiness is lost is another case in point. We can protest on behalf of the NAD but our case would command infinitely

more respect if it was buttressed by reputable educators willing to put their endorsements of our position in writing.

We would be the last persons on earth to deny the use of a hearing aid to a child with defective audition. This has been emphasized at all times. But we should demand that it be recognized that deaf children and adults have no use for such devices.

What we have talked about up to now has been defensive action. But the hearing public should be the target of affirmative action too.

We are emphasizing wherever we can the fact that the deaf are normally intelligent humans who happen to be unable to hear. We are pounding home the truly remarkable fact that alone of all those with major handicaps, the deaf scorn charity and government hand-outs. Where other groups of the handicapped solicit alms each year, the deaf have asked for outside help only once—in attempting to establish a permanent home office by setting up an endowment fund. The response to this outside appeal, incidentally, has been unbelievably small and anything educators can do to help it along will be gratefully appreciated.

It is this very independence of spirit, laudable as it is, that has handicapped the deaf in attaining their goal of a home office. Not having a visible deformity, they do not pack the appeal to the heart and pocketbook as does a child, say, with infantile paralysis. The deaf have never countenanced an appeal through pity and do not do so now. With widespread confusion of the deaf with the hard of hearing, the order of the day, the hearing public thinks the infinitely greater educational handicap of deafness is the same as the relatively minor one of defective audition.

Why, you may ask, do you not go to the root of the trouble and take up the problem with the lexicographers? The answer is: We have. We have received assurances from the G. & C. Merriam Co. that its editorial board will review its definition of deafness and other dictionaries have more or less agreed to follow its lead. With our increased knowledge in 1951 and our impressive array of facts, we can in the future make a much more effective approach in this direction than the one made 8 months ago.

The reversal of a widespread public belief is a very difficult thing to achieve. But it can be done. There was a time when the United States was virtually unanimous in believing that John D. Rockefeller wore horns and a forked tail. A skillful public-relations man was retained by Rockefeller and when the oil king died, the public revered him as a sort of a holy man of big business.

The Chicago Tribune, the largest standard-sized newspaper in the United States, upheld our contention regarding hearing-aid advertising and such advertisements in the Tribune now are much more reasonable in tone. That shows what can be done. The advertising manager of the Tribune took this action only after long correspondence in which he confessed that he was confused by the jungle of terminology regarding deafness. Out of that confusion, however, came the positive sort of action that builds well for the future. But to achieve it, we must work and fight for it.

Never in its 71-year-old history has the NAD been more active, more militant, and more hard-hitting than it is today. We believe that we have been too long on the defensive. It is time for us to give

battle and with the support of our friends, we will win. We all have a stake in the eradication of misunderstanding. We hope that you will be shoulder to shoulder with us for you are our natural allies. The NAD has never lost a major battle and we don't intend to begin now.

Dr. POORE. Thank you, Mr. Joutras. Dr. Elstad went to Europe and we want to hear about that; at least, something about that. Dr. Elstad.

THE EUROPEAN TRIP

(Dr. LEONARD M. ELSTAD, president, Gallaudet College, Washington, D. C.)

A report on the European trip is my topic, and 10 minutes is to be the time limit. That will have to suffice, but even if I had 2 hours I could not give an adequate account of the experiences which I had on my European trip. This must, of necessity, therefore touch only the high lights.

We have various problems connected with the education of the deaf in the United States, and I think perhaps it might be well for me to confine my remarks to a comparison of the problems on the two continents and in Great Britain.

My first experience was attendance at the Convention of Instructors of the Deaf in Groningen, Holland. Conventions held in Europe are very much the same as they are here. There we had the language differences. The three languages, German, French, and English, were used. Papers were given on almost every subject connected with the education of the deaf. After each paper there was some time given over to discussion. I think they had one very good procedure. Whenever a person asked a question, the secretary immediately went to his place with a pad and pencil on which to write the question just the way he wished it worded. Anyone who responded to the question had to give his answer in the same way. Thus a complete record of all contributions was assured.

Twenty-five countries were represented at the convention, and there was ample opportunity to meet these fine folks socially and after the sessions on the various days. There were three representatives from the United States. Dr. Edna Levine, of New York City, who was on our program this morning, attended the convention and took a part in the discussions. Major Sacks represented the Army and proved a very fine traveling companion while at the convention and immediately following in Belgium and France.

Those who ask questions are always interested in whether oralism is the main means of communication in schools on the Continent and in England. I think it can be said that that is true. It must be remembered that in England, and also on the mainland, the young people stay in school until approximately the age of 16 years. I would presume, therefore, that they complete approximately eight grades of work. As is true in this country, most children in schools for the deaf up through the eight grade are educated orally. It is quite reasonable to assume that, if and when education is continued at higher levels in England and on the mainland, there may be more of a reason for the use of the language or signs outside the classrooms and the manual approach in the classrooms. That is mere supposition on my part. I found in my visits to schools for the deaf after leaving the

Convention—and I visited schools in Holland, Belgium, France, Denmark, Norway, Sweden, England and Scotland—that a real effort was made to produce fine speech and excellent lipreading ability. Certainly if devoted teachers and painstaking effort can avail, they should get results because I have rarely met with such fine, energetic teaching.

It does not seem that work with hearing aids has reached the degree over there which it has reached in this country. They do not have so many different companies which sell these instruments and make them available as we have in this country. They use what they have to the nth degree.

It is true in Europe, as it is true here, that there are certain schools which are known for famous projects they have worked at for many years. I found this to be true at St. Michaels-Gestal in the southern part of Holland near Eindhoven. This is a large Catholic school in a delightful locality. I have never been more royally entertained than I was during the day we spent at this school. There were visitors from seven countries at a luncheon that noon at this Catholic school. This school is very much interested in the use of the pipe organ in the teaching of speech to the deaf. The classroom is remarkably wired to bring sound to the child from the ceiling, from the walls, and also from the floor. Apparently if vibration can do anything for speech, it should be taking place at this school. I, of course, could not tell whether the sounds they were reproducing were good, but they certainly were reproducing sounds and they were getting the pitch changes very well. They put on a delightful dance for us using some of their older girls. This equaled anything in rhythmic dancing which I have seen in this country.

In Fredericia, Denmark, there is a school which is conducted by the Folckhammer family. The father started the system of speech teaching, which has been continued by his son. The idea behind the system in this school in Fredericia is that it is helpful to use certain formations with the hands up near the chin which will indicate certain pitch changes and sounds as they are spoken. When the hand is held in a certain way, it will indicate whether the voice is used, whether it is breath sound, or some similar change. They do this with great facility and it seems to be quite an effective means there. However, it is not used in any other school in Denmark, and, of course, not in any other school on the Continent. In the short time I was there I could not draw any conclusions as far as I was concerned as to whether it had merit or not, but it seemed to be of great help to them.

While in Brussels, Belgium, I visited the school where they use the Belgian method. It was interesting to see the children in the various age levels applying this way of learning to speak. The results are good.

It was interesting that when I visited the National Institution in Paris I was met at the entrance by the entire staff, which consisted of some 25 men and 1 woman. This predominance of men in the teaching field in many countries in Europe is quite surprising. When I questioned them about this, they seemed surprised to learn that there was any question about it. It seems that over there the idea still predominates that the place of the woman is in the home. In some of our own schools we find men teaching even preschool and beginning classes.

There is no good reason why it cannot be done, of course, and done very well. Certainly they have proved that over there, and I am rather glad to see that we are taking it up over here.

We spent a delightful hour answering questions about the education of the deaf in this country. I hope I gave them the correct picture. Many of the answers seemed to surprise them. They seem to have no idea as to the degree to which we have gone in the education of the deaf in this country. I sometimes wondered as I went through these institutions just how much better work they could do if they had all that we have to do with in this country. Perhaps they would fall into the habit I think we have in this country. We get so interested in gadgets and things that we sometimes substitute our interest in the gadgets for real work with the child.

When visiting in Sweden, the chief interest, of course, was to visit the school where a young man was attending who wanted to come to Gallaudet College. I met the young man immediately upon my arrival there and found him to be a very delightful person. It turned out that he could understand English very well and could also speak it quite well. In fact, he could speak it without a Swedish accent. This young man did come to Gallaudet College and attended classes this past year. He has just completed his first year. He proved to be the only student in his class to be on the honor roll for the first semester. This has had quite an impact upon our own students. It is his intention to continue through the 4 years of college. He is at present employed in the city in a woodworking firm and doing a very fine piece of work. This young man did his college preparatory work by correspondence in Sweden, and he must have been very successful because his groundwork has been very well done.

In Norway it was my pleasure to attend a teachers' convention in Holmestrand for part of one day and for another full day. It was interesting to sit in on and listen to these discussions. They spent quite a large amount of time trying to decide who were eligible for membership in their teachers' convention. Some thought that the supervisors should be in attendance as well as teachers, and then the various schools were discussed as to whether or not they were eligible for membership in their organization. You see, therefore, that there is not too much difference between the problems in that country and those in this country. One of their sessions had to do with psychological testing. An instructor from Sweden gave a paper in which he presented the theory. He then demonstrated his testing equipment with two delightful deaf children. If you could have seen the rapt attention of the convention riveted on these two beautiful little girls, you would have been impressed as I was. They are up on their psychological testing as we are. They see the value of it. They want more of it. My knowledge of Norwegian helped me to understand the discussions in Swedish. There was an instructor from Denmark also, and he seemed to get along all right with the Norwegian language.

I gave my talk in English, which was understood easily. I wanted to prove to them that I could use the Norwegian, so I gave part of it in Norwegian, which they seemed to understand although they were somewhat surprised than an American could do it.

The war had had its impact upon the education of the deaf in Norway, and in the other countries, too. The school for the deaf where we held the convention had been taken over by the Germans during

the war, and, of course, the children were without an education at that time.

I found the schools in England to be very fine. They are doing exceptionally good work. I spent a full day's time at Newbury, England, where the famous Mary Hare Secondary School is situated. This is a most excellent school. It is unusual in that its students are accepted only upon completion of an extensive examination by correspondence. Then each child must appear personally at the school for 2 or 3 days so that the school may be absolutely certain that the child will fit into their program, which is absolutely oral in every respect. I can say that I found it to be a purely oral school in every sense of the word. I made a real effort to find some use of signs, but I frankly did not find any. They said that this was not unusual and that it should not be any other way because they deliberately planned it that way. They had just lost their headmaster, but they were making real progress under their new one. They had just moved into an old estate which they were making over into a school. It was really surprising to see what they were accomplishing. At that time they were getting ready for the visit of Princess Margaret. They were really "putting on the dog," as we say in this country.

I did not get to see it, but I heard quite a bit about a school which was very close to this one, also in Newbury, England, which is a residential school for preschool children. I should have taken the time to visit it because it intrigued me no end. To think that in England they were starting a residential school for children of 2, 3, and 4 years of age. And they said that they thought it was going to be a really successful venture. I will be interested in the future of that school, as well as in the future of the Mary Hare Secondary School, which should correspond very much to our high schools.

I was interested in the vocational work being done in all the schools. I think their vocational work is of a very high order. They are not satisfied with halfway measures. When they teach shoe-repairing, they teach shoemaking too. The student has not completed his course until he has been examined in the making of the shoe itself. He is examined not by teachers of the deaf but by craftsmen in the trade. That holds true of woodworking and any other trades taught. When their children are through with trade training, they go out as apprentices and must work for a year or two before they can be on their own.

Today in England they are bringing back some of the students after the age of 16 years to improve their trade training. It is my opinion that now that the Mary Hare School is a success, there will be further efforts made to give higher education to the deaf student in England. Of course, a recent law requires that the deaf child get the same secondary education that the hearing children get, so as soon as that law can be put into effect there is going to be further education offered the deaf. This is going to mean a lot to the deaf in England.

I visited the school in Manchester, the one in Newcastle, and also the one in Doncaster. The one in Doncaster is the most modern. This is a school which corresponds most closely to the residential schools in this country, where the so-called combined method is used. They use it entirely in this school, and the headmaster is one of the chief proponents for this type of education in England.

The school in Manchester is a very old school, but it is a very good school. I think I saw some of the best first-year classwork there that I saw in any school. They take the children at a very young age in these schools because they believe thoroughly in pre-school training. Of course, we who have heard the Ewings realize that they believe in starting the child in school at a very early age.

It was not my privilege to visit any schools in Scotland because they were not in session at that time. I did take a Sunday trip to Edinburgh. As the bus passed the school for the deaf, the man who was doing the talking stated that the Queen at one time had asked that this school be used as a palace. You can readily understand what a fine building it must be. I am sorry that I did not get a chance to visit it. Then I had the pleasure of having luncheon on the Monday that I left Glasgow with Miss Jane Dawson, who is the head of the large day school in Glasgow. Miss Dawson is a delightful personality, and I am certain that she runs a very fine school. Her sister is engaged in the teaching of lipreading to those who are hard of hearing. I spent a most enjoyable hour and a half with them.

This trip to Europe and my visit to the schools for the deaf over there has stirred in me a real desire to have an international convention of instructors of the deaf here in this country as soon as we can possibly do so. This, however, is fraught with difficulties. The chief difficulty is that teachers in those countries do not make enough money, as we value money in this country, to come here and attend a convention such as I suggest. When we go to their countries we are at an advantage because our money is worth more over there. When they come to this country, however, they are at a great disadvantage. Unless we do something to make up that difference, it is difficult for me to see how we can get a very large attendance.

I cannot see, however, why we cannot start a little Marshall plan and actually do something to subsidize the attendance of teachers from these countries. Practically every school in this country has a teachers association, and I cannot think of anything more worthy than to have each teachers association in this country make itself responsible for helping to defray the expenses of some teacher from a school in another country. Perhaps the teachers associations of several schools could go together, but at least the large schools in all countries in Europe could be represented through the aid which these associations in this country could render to a teacher representative of a school in another country.

This could be a real experience in international relationships, and I earnestly suggest that we appoint a committee that will work on such a proposition. I certainly would like to be a member of the committee. I am not asking for work, but I saw enough of the intense interest they have in the deaf child so that I want them to come to our country. Also, I think that such an international convention would have to be held during the Easter vacation so that when they have spent all that time and money to come here they would at least have an opportunity to spend a week or two in visiting representative schools for the deaf in this country. If they have to come all that way just to attend the convention, I do not think it would be worth their while. I seriously and earnestly lay this before you, and suggest that you give it serious consideration.

Dr. POORE. Thank you, Dr. Elstad. We have been to Washington with Mr. Sparks; we have listened to the national problem with Mr. Jourtas and we have been to Europe with Dr. Elstad. It's about time to come back to Fulton and transact a little business.

Before we get into that, several times I have heard the committee chairmen express their appreciation to the interpreters. While we are in this meeting I think it would be a good time to join in this expression. They have been very important, not only for translating the messages for the deaf, but they have furnished an excellent, fine type of entertainment, as we saw the other evening. In fact, the interpreting has been very impressive. I heard a day-school teacher say she had learned several signs herself. She didn't say she was going to use them. [Laughter.] I think this is a good time to give a hand to the interpreters while we have the queen of them all on the platform. [Applause.]

Miss ELIZABETH BENSON (Gallaudet College). Dr. Poore, I feel sure that I am expressing the sentiments of all of the interpreters when I say that if we have helped to make this convention a success we are happy. As to our friends and coworkers who are deaf, if we have succeeded in imparting to you what was said these past few days we feel well repaid. [Applause.]

Miss Gladys Jayne of the Tennessee School has prepared a little jingle for Dr. and Mrs. Ingle. [Reading:]

So without further ado, we're sending a call for you,
For opening the doors of your beautiful school to the A. I. D. Convention.
For planning a week of pleasure and fun and instruction beyond all
mention.
For taking care of our wants and our needs, anticipating every detail.
For bossing the weatherman to the extent
That he hasn't dared turn on the heat or hail.
For all the things you've done for us,
For being our beloved and inspiring host,
We present this gift in the hope it may show
Our gratitude and an unending toast.

(Dr. and Mrs. Truman Ingle made their appearance on the platform and were presented with a pair of beautiful sterling silver candelabra and sterling silver bowl as a gift from those in attendance at the convention.)

Dr. INGLE. May I first read to you the lovely card which was with the gift. [Reading:] "To Mary Hughes and Truman with affection and appreciation and hoping they will enjoy these things for many years, especially until 1961. Their guests of the convention." May I say that the reason we wanted you with us again for the second time was that in 1941 we had such lovely guests, that we couldn't refrain from trying to get them back again that we might see them. Again, in this time of 1951 you have been so lovely, so gracious, so grand, that even though we had decided this would be the last invitation, we can't help but think in 1961 we will want to see you again. [Applause.]

Mrs. INGLE. He says I must say a word, but I don't know what to say. They are perfectly beautiful. I am afraid to try—

Dr. INGLE. I love this. [Laughter.]

Mrs. INGLE. Anyway, we have been looking forward to this for a long time. My, my voice sounds funny. [Laughter.] Do I really

sound like that? [Laughter.] We have been looking forward to this with a great deal of anticipated pleasure, and I honestly can say it's been more pleasure than I anticipated. Thank you so much. [Applause.]

Dr. POORE. Two years ago at the convention in Illinois the superintendents claimed to have overheard some teachers talking in the hotel lobby and one of them asked, "How can you tell the Superintendents?" Of course, you know you can't tell a superintendent anything [laughter], but we interpreted it to mean they wanted to know the superintendents, so we called each one up. It took a long time, and we are not going to do that tonight. In the first place, we superintendents don't care too much about you teachers knowing other superintendents [laughter], but we have two new ones and it might be a rather unique experience if we invited them up on the platform to introduce them to you, and if they like, they might tell you what their impression of this organization is, provided they don't take too long a time, and all they say is nice, so I would like to recognize Mr. John S. Patton, new Superintendent of the Louisiana School for the Deaf.

Mr. PATTON. Dr. Poore, instructors of the Deaf of the United States, I am happy as a new superintendent to be associated with such a splendid group of educators in the United States, and as a freshman I am happy to have been here. [Applause.]

Dr. POORE. The other superintendent is Mr. Bruce Siders. We would like to have Mr. Siders come up. Is he gone? Well, I am sorry. Really, they are getting better looking all the time. (Laughter)

Now, we shall proceed to the order of business. I think perhaps first we should have a report from the committee that was appointed on the joint secretariat. Mr. Tillinghast.

Dr. EDWARD W. TILLINGHAST (Arizona). Briefly, the purpose of this committee was to cooperate with the Conference of Executives and other appropriate agencies to explore the possibilities of establishing a central office with an executive secretary. The functions of this office would be:

1. To greatly expand the direct services rendered to our profession, to the teachers and to the deaf.
2. To assemble and disseminate information about the education of the deaf, and to thwart detrimental practices, theories or legislation.

I believe we are all agreed as to the great need and desirability of establishing a central office and secretariat at this time. However, the manner of financing such an office must be determined. Your committee has estimated the cost of an effective full time secretariat to be between \$12,000 and \$15,000. Naturally, a part-time set-up would be proportionately less.

There are these possible methods:

1. Attempt to secure outside aid.
2. Attempt to join or cooperate with some national organization such as the NEA or ICEC.
3. To finance such an office from our own membership.

The first method is possible but doubtful. The second method could result in the submergence or loss of control by our own organizations. The third method would require in simple terms an increase in our membership dues from the present \$2 to between \$5 and \$7. It is true our membership dues are very low compared to other organizations—educational or otherwise. It is also true that less than 40 percent of the teachers are members of our organization. Membership should be greatly increased.

Your committee presented a paper on this subject at the meeting of the conference of executives last October. A committee was appointed by the conference to cooperate with your committee. At the present meeting of the conference, the following resolution was passed on June 19, 1951:

The Conference of Executives of American Schools for the Deaf recommends to the Convention of American Instructors of the Deaf that it join with the Conference of Executives of American Schools for the Deaf in taking steps to establish a joint secretariat as soon as possible within the means of the two organizations.

Your committee recommends: That a stand be taken by you as to the establishment of a joint secretariat and a method of financing said office suggested.

EDWARD W. TILLINGHAST,
Chairman.

ODIE UNDERHILL.
CLAYTON H. HOLLINGSWORTH.

Dr. POORE. You have heard the report of the committee. Do you desire to take any action?

(Motion made and seconded the report be accepted.)

Dr. POORE. Accepted, not necessarily adopted. You made a suggestion in that, I believe, only they give consideration to it.

Mr. TILLINGHAST. Yes.

Dr. POORE. You have heard the motion and second. All in favor let it be known by saying, "Aye." Those against, "No." The report is accepted.

Have we any motion that would continue the committee or do we simply let it rest?

Mr. BOATNER. Your committee made a definite recommendation that we take a stand on this within our means. I make a motion that a committee be appointed to go ahead and do this thing, attempting to establish this secretariat; find out what we need and why, and have a report ready in detail to be acted upon at the next meeting of this convention.

(Motion seconded and carried.)

Dr. POORE. I presume that committee should be appointed by the next president. The next order of business is the treasurer's report.

REPORT OF AUDITING COMMITTEE

The auditing committee appointed by President Poore has read carefully the report of certified public accountant Alfred W. Dodge, Lenoir, N. C., and has found everything correct as reported.

The report of our treasurer shows that the convention had a balance of \$2,954.85 on hand on June 1, 1949. Since that time dues have been collected as follows:

1949—138 membership dues at \$2.....	\$276
1950—1,054 membership dues at \$2.....	2,108
1951—1,152 membership dues at \$2.....	2,304
Total.....	4,688
Registration fees at the Jacksonville convention.....	635
Interest on United States bonds.....	225
Total.....	5,548

Balance plus total receipts, \$8,502.85.

Total disbursements for Annals, travel expenses, postage, printing, exhibits, etc., and the purchase of United States series G bond for \$2,000 on December 31, 1949, amounted to \$6,057.13. This will leave a cash balance on hand June 7, 1951, of \$2,445.72. There was an excess of receipts over disbursements for the period of this report of \$1,490.87 before the purchase of the United States bond at a cost of \$2,000.

Your committee wishes to commend in the highest terms Dr. Odie W. Underhill for his tireless efforts and efficient work in taking care of the many and laborious duties of treasurer and to congratulate him on his success in getting more members to pay their membership dues.

MADISON J. LEE.
MARK W. CARTER.
JOHN L. CAPLE.

ALFRED W. DODGE,
CERTIFIED PUBLIC ACCOUNTANT,
Lenoir, N. C., June 8, 1951.

THE AUDITING COMMITTEE OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF:

GENTLEMEN: I have audited the cash receipts and disbursements of the treasurer of the Convention of American Instructors of the Deaf for the period from June 1, 1949, to June 7, 1951, inclusive, and submit herewith my report thereon, consisting of two exhibits, indexed preceding this letter.

The details of the cash receipts and disbursements for the period under review are presented in exhibit A. There was an excess of receipts over disbursements for the period of \$1,490.87 before the purchase of United States bonds at a cost of \$2,000. This excess is accounted for in exhibit B by the net increase in resources as between the beginning and closing dates of the period.

All receipts of record were traced into the bank and all disbursements appeared to have been supported by properly authorized vouchers. All checks issued during the period which were paid by the bank were examined by me and appeared to have been in order.

United States savings bonds, series G, in the sum of \$3,000 were held as of May 31, 1949. On December 31, 1949, additional series G bonds in the sum of \$2,000 were purchased, bringing the total of United States bonds to \$5,000. The interest on these bonds has been fully accounted for from the date of acquisition to the date of this audit.

On October 18, 1949, the executive committee of the convention noting the absence of any policy at all regarding the payment for the Treasurer's services authorized the Treasurer to receive \$100 per year after each year's service. However, this authorization was silent as to the date this compensation should begin and no payment has been made to date on this authorization.

The records were in very good condition and all funds of the convention appeared to have been fully accounted for during the two years covered by this report. I feel that your treasurer is very conscientious and has a sincere personal interest in the affairs of the Convention.

In my opinion, the accompanying statements fairly reflect the resources of the convention at June 7, 1951; and the receipts and disbursements of the convention for the period from June 1, 1949 to June 7, 1951, inclusive.

Respectfully submitted.

ALFRED W. DODGE, C. P. A.

TREASURER'S REPORT

(Dr. ODIE W. UNDERHILL, treasurer, the Convention of American Instructors of the Deaf)

EXHIBIT A.—Statement of cash receipts and disbursements, June 1, 1949, to June 7, 1951

Cash balance June 1, 1949----- \$2,954.85

RECEIPTS

Registration fees at convention, Jacksonville, Ill-----	\$635.00	
Membership fees collected:		
1949—138 at \$2-----	\$276.00	
1950—1,054 at \$2-----	2,108.00	
1951—1,152 at \$2-----	2,304.00	
		4,688.00
Interest on United States bonds-----		225.00
Total receipts-----		5,548.00
Total receipts and balance-----		8,502.85

DISBURSEMENTS

Convention expenses at Jacksonville, Ill.:		
Speakers-----	\$325.00	
Office help-----	40.00	
Badges-----	96.83	
Section leaders' expense-----	112.67	
		\$574.50
Auditing treasurers' accounts, 1949-----		30.00
American Annals of the Deaf, in lieu of publishing bulletins-----		1,600.00
American Annals of the Deaf, subsidy-----		1,000.00
Telephone and postage-----		121.33
Printing and paper-----		82.97
Travel expense of officers, general-----		225.00
Mid-century White House Conference:		
Travel expense-----	\$240.00	
Exhibit expense-----	40.30	
		280.30
Treasurer's office help-----		101.00
Safety deposit box rent-----		7.20
Treasurer's bond premiums-----		25.00
Engraving-----		3.93
Bank charges-----		5.90
Purchase of United States series G bonds-----		2,000.00
Total disbursements-----		6,057.13
Cash balance, June 7, 1951-----		2,445.72

EXHIBIT B.—Comparative statement of resources, June 1, 1949, to June 7, 1951

	June 7, 1951	June 1, 1949	Increase— decrease
Bank checking account.....	\$2,354.72	\$2,952.85	\$588.13
Undeposited receipts on hand.....	81.00	2.00	79.00
United States savings bonds, series G.....	5,000.00	3,000.00	2,000.00
Total resources.....	7,445.72	5,954.85	1,490.87
Less unpaid bills.....	0	0	0
Net resources.....	7,445.72	5,954.85	1,490.87

ANALYSIS OF INCREASE IN RESOURCES

Cash receipts for period (exhibit A).....	\$5,548.00
Less: Disbursements exclusive of United States bond purchase.....	4,057.13
Net increase in resources (above).....	1,490.87

Dr. POORE. Would you like to ask any questions about the treasurer's report, or about the auditor's report. If not, will someone make a motion it be accepted.

(Upon motion made and seconded, the reports were adopted.)

Dr. POORE. The next report is from the resolutions committee.

REPORT OF RESOLUTIONS COMMITTEE

(Committee members, IGNATIUS BJORLEE, chairman; Mrs. EVELYN M. STAHELM, JESS M. SMITH, JOHN RYBAK, J. A. KLEIN)

Dr. BJORLEE. As we near the close of this momentous conference it behooves us to give recognition to those who have made the occasion such a happy and prosperous event. [Reading:]

Resolved, That we extend to Dr. Ethel A. Poore our deep appreciation for the time and effort which she has expended toward making of this convention a success. She has drawn from liberal experience and has spared no effort to make of this an outstanding occasion.

To Dr. Daniel T. Cloud we are indebted for the splendid program which has been arranged. It has been a program of real educational benefit and will prove an inspiration as our teachers return to their respective homes.

To Dr. and Mrs. Truman Ingle, and to their most efficient staff, we feel deeply obligated. Nothing has been spared that might add to the comfort and convenience of those here assembled.

To Mr. Lloyd Harrison, assistant superintendent, Missouri School for the Deaf, and to Mr. Don Kurtz, business manager; Mrs. Marie Kemp, dietician; Mrs. Lucille Edwards, registrar, as well as to all other local committees we extend our sincere thanks for having given of their time and energy and their experience in arranging for the comfort and welfare of visitors, delegates, and exhibitors.

To the residents of Fulton who have opened their homes and have so well cared for members of the convention, as well as William Woods College where they have likewise received every consideration, and to the Chamber of Commerce of Fulton, the Fulton Daily Sun Gazette, and to the people of Callaway County we also express our deep appreciation.

We express our thanks to those who have interpreted the remarks given in order that the deaf might derive full benefit from the deliberations.

Resolved, That the Convention of American Instructors of the Deaf commend and congratulate the Missouri School for the Deaf on its outstanding record of a century of devoted service and achievement as an agency of the State in providing for the educational needs of deaf children.

Resolved, That the residential schools which have continuously carried on an adequate program of education and life adjustment program for children with impaired hearing, and fitted them for useful citizenship, shall receive commensurate consideration professionally and legislatively in all departments where children with a hearing loss are being considered.

Resolved, That we encourage continued research on the problems relating to deafness and the deaf through the coordinated efforts of the schools for the deaf and other interested agencies and that closer cooperation will enhance the results of such systematic research.

Resolved, That we lend wholehearted support toward the establishment of a central agency for the clearing of information regarding deafness and the deaf.

Resolved, That we reaffirm our acceptance of the nomenclature relating to deafness and the deaf, adopted by the Conference of Executives in 1937.

Whereas a large group of principals and supervising teachers feel that the section on supervision of the Convention of American Instructors of the Deaf does not, by the very connotation of the word "supervision," include the specific problems of academic and vocational administration, and supervision, and

Whereas the principals and supervising teachers are desirous of having meetings devoted exclusively to discussion and study of their mutual problems: Therefore, be it

Resolved, That the section on supervision of the Convention of American Instructors of the Deaf be changed to read principals and supervising teachers, and that ample time be given to meetings of this group at future conventions.

Resolved, That in view of their many years of long and faithful service in the education of the deaf, our best wishes be extended to the past presidents of our organization, who are not now engaged in the education of the deaf; Dr. Percival Hall, Dr. Harris Taylor, and Dr. Frank Driggs, and Mr. Wesley O. Connor.

As I entered the hall I received the following resolution which has not received the endorsement of the committee. [Reading]

Whereas there is an increased interest in physical education and athletics in the American schools for the deaf: Therefore, be it

Resolved, That at future conventions of the American Instructors of the Deaf, a section be organized for the purpose of arranging a program devoted to the improvement of physical education and athletic practices in American Schools for the Deaf, and be it

Resolved also, That at each succeeding convention, this section shall duly elect its own officers consisting of a president, a vice-president and a secretary, and be it

Resolved further, That the officers of this section be authorized to arrange a program to carry out the purpose herein stated.

J. JACK WISE, Connecticut, *President*.

E. G. FOLTZ, Louisiana, *Chairman*.

JACK BRADY, Georgia.

J. L. WOODLEY, Louisiana.

Dr. POORE. I think that we might entertain a motion, if it's agreeable with you and you have no objection, to accept the general report of the resolutions committee which covers primarily gratitude and so forth, up to this one that was submitted but not acted upon by the committee.

(On motion made and seconded, the Resolutions Committee report was adopted.)

Dr. POORE. What shall we do with the one that pertains to physical education. We already have a section for health and physical education. I believe that authority rests now in the committee leader. The difference would be that perhaps the group would elect its own president, who might serve as the committee leader, or this may resolve itself into something similar to what the Vocational Section has.

(On motion made by Mr. Turechek, seconded by Dr. Ingle, the resolution was tabled.)

Dr. BJORLEE. There was one set of resolutions that was handed to me too late to be put in the hands of the committee, and they are from the vocational section. Mr. Sparks presented these resolutions to me and I felt as they had not gone through our committee they should be turned back to him with a request he present them to you himself.

If that meets with your approval I trust Mr. Sparks may have the floor.

Mr. FRED SPARKS. One-third of the membership of your convention has acted on these resolutions, and with your kind permission I will not read all of the whereases, but only the resolves, which will give the sense of the resolutions passed by the vocational section of the convention.

(Resolutions committee, vocational section: Rudolf Wartenberg, chairman; Uriel C. Jones, Richard M. Phillips, Stahl Butler, W. Lloyd Graunke, Boyce R. Williams, G. Dewey Coats.)

RESOLUTION

Whereas the President of the United States has stated that every boy and girl has a right to the opportunity to receive driving instructions; and

Whereas the felt need by education for driver education program has been expressed throughout the country; and

Whereas it is most urgently desired to maintain the fine record of safe driving already established by deaf drivers; Be it therefore

Resolved, That it is the sense of this association that every school for the deaf in the United States and Canada should make an effort to provide a driver-training course for all deaf children who qualify for this training; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf. Adopted this 21st day of June 1951 at Fulton, Mo.

GIRLS VOCATIONAL EDUCATION

Whereas it is felt that too little stress has been placed upon the problems of vocational education for girls; Be it therefore

Resolved, That the Vocational Association of the Deaf, meeting as the vocational section of the Convention of American Instructors of the Deaf, at Fulton, Mo., June 18-22, 1951, adopt and seek to promote the following principles relating to vocational education for girls:

1. That all girls should have an adequate opportunity to find themselves vocationally.
2. That homemaking is a must in the vocational education program of every school and should cover all the seven areas of homemaking.
3. That wherever possible girls should, in addition to homemaking, be given training in a remunerative occupation.
4. That, though there has been fine progress in the schools for the deaf in recent years, there is still need for more adequate vocational education programs for girls.

Whereas it is felt that the VAD should seek in every possible way to raise the standards of training for vocational teachers up to the level now established under the conference of executives for academic teachers; and

Whereas it is felt that this association should work vigorously toward the provision for more adequate training facilities both preliminary and in-service training, for vocational teachers; Be it therefore

Resolved, That the work of the committee on teacher training and certification be continued with the admonition to work toward goals of professional proficiency common to all schools for the deaf; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

NATIONAL ASSOCIATION OF THE DEAF

Whereas there is a clear need for vigorous, effective public relations and information about the deaf at the National, State, and local levels; and

Whereas such work can be and is being done most effectively by the organized deaf themselves in collaboration with allied professional groups; and

Whereas a home office and permanent staff of qualified workers with sufficient funds would greatly facilitate such work: Therefore be it

Resolved, That it is the sense of the Vocational Association of the Deaf of the Convention of American Instructors of the Deaf that all professional workers for the deaf should lend their wholehearted moral and financial support to the current drive by the National Association of the Deaf for an endowment fund necessary to realize and maintain these vital objectives; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

MENTALLY DEFICIENT

Whereas it is the right of every deaf person to have full opportunity for vocational education commensurate with his capacities and equal to that of his peers; and

Whereas many deaf children who have matriculated in special classes for the deaf in public schools have not advanced academically to a degree sufficient to permit satisfactory participation in the regular public-school shops to which they have access; and

Whereas such children do accordingly receive less than their rights: Be it therefore

Resolved, That the VAD urges that all educators of the deaf to be alert to careful screening of these persons and early referral to residential schools for the deaf where proper ground work for occupational adjustment may be laid for each individual in accordance with his needs; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

MENTALLY RETARDED

Whereas professional workers for the deaf, such as teachers, the clergy, rehabilitation counselors, and so on, are fully aware of the problems of the emotionally disturbed and mentally retarded individual with impaired hearing; and

Whereas the most critical needs in providing service necessary for improving the circumstances of such people are proper facilities and trained personnel; and

Whereas there is not to our knowledge any current organized effort to meet these critical needs: Be it therefore

Resolved, That the Vocational Association of the Deaf of the Convention of American Instructors of the Deaf vigorously urges that the parent organization hasten to exercise its prerogative of leadership by adding a new section to be called the committee on mental hygiene, which shall have as its responsibilities, among others, the study of facilities, personnel, and techniques necessary and desirable for this highly important work; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

GUIDANCE

Whereas it has been established that vocational guidance is a continuous process extending from a child's first formal instruction in vocational procedure to final occupational adjustment in adulthood; and

Whereas it is obvious that most effective vocational guidance work can accordingly be carried on only in our atmosphere of close working relationship between contributing organizations and individuals; Therefore be it

Resolved, That the Vocational Association of the Deaf of the Convention of American Instructors of the Deaf endorse wholeheartedly extension and refinement of technique for ever closer working relationship between State division of vocational rehabilitation and schools for the deaf to the universally desired end that each deaf person attain an occupational goal commensurate with his total characteristics; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 12st day of June 1951, at Fulton, Mo.

EXHIBITS

Whereas the vocational exhibits have afforded vocational instructors of the deaf an opportunity to examine the latest developments in school equipment, textbooks, and teaching aids: Be it therefore

Resolved, That this association express its appreciation to the manufacturers who have cooperated by participating in the vocational exhibits; and

Whereas it is the aim of the VAD to affiliate with the American Vocational Association on a national level; and

Whereas a membership of 500 is necessary to be eligible for such affiliation: Be it

Resolved, That the membership drive be continued and intensified toward this goal; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951 at Fulton, Mo.

COURSES OF STUDY

Whereas it appears that the problem of courses of study in schools for the deaf in trade, industrial arts, and home-making education needs constant attention in making outlines, writing, and reviewing; and

Whereas the VAD section of the Convention of American Instructors of the Deaf at the 1949 convention, held at Jacksonville, appointed a committee for the purpose of standardizing such courses of study for use among the schools; and

Whereas there also appears the need for a teachers handbook for trade, industrial arts, and homemaking teachers in schools for the deaf, for the use of teachers, principals, and administrators: Therefore be it

Resolved, That we, the teachers assembled in the vocational section in the Convention of the American Instructors of the Deaf, request that the committee on courses of study become a standing committee in order to continue its important work; and be it further

Resolved, That a committee be appointed for the purpose of setting up the framework for a handbook to be presented at the next meeting of the VAD in regular biennial convention in 1953; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American School for the Deaf.

Adopted this 21st day of June, 1951, at Fulton, Mo.

SOCIAL COORDINATION

Whereas much of the success of the adult deaf in the world of work is dependent upon their ability to associate pleasantly with their fellow workers: and

Whereas desirable temperament, attitudes, and traits are most easily formed during their school years: Be it therefore

Resolved, That a major teaching objective be that of helping each pupil to develop good character and personality, to acquire social skills and the ability to make friends, and to correct habits that adversely affect them in their relationship with others; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June, 1951, at Fulton, Mo.

RESEARCH

Whereas the need for spelling out clearly the legitimate objectives of shop work in schools for the deaf has been well established as of paramount significance to most effective use of our excellent resources: Therefore be it

Resolved, That the VAD of the CAID recommends the establishment of a permanent working committee of shop teachers to identify and define these objectives and to advise this group periodically of their findings; be it further

Resolved, That the committee shall meet from time to time by mutual agreement with the approval of the president of the VAD to further their important work; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June, 1951, at Fulton, Mo.

Dr. POORE. Would you mind helping me interpret these?

Mr. SPARKS. These were passed this afternoon by the vocational section. They are presented for convention approval.

Dr. BJORLEE. I wonder if it would be in order to recommend that these resolutions be accepted as they have been read to you, and the committee be commended for the thought and study that they have given them, and they be printed with the proceedings for further consideration.

Mr. BOATNER. This is such a far-reaching question, I just wonder what we are getting into and what these entail.

Dr. POORE. As I understand the motion, they are accepted for further consideration.

Mr. BOATNER. That is all right, if we are just going to look them over.

Dr. POORE. Mr. Sparks says the vocational section, made up of about one-third of the convention members, passed them in the sectional meeting.

Dr. INGLE. Would you restate the motion?

Dr. BJORLEE. The motion I made was we accept, with commendation, the report of this committee, which is an exceptionally good report, but due to the lateness of the hour, we didn't feel like we could accept them individually. My recommendation was they be accepted and printed as a recommendation from the vocational committee and not adopted.

Dr. INGLE. In other words they are received for further consideration at some future time? Not necessarily adopted.

Dr. BJORLEE. That is right.

Dr. INGLE. I will second that.

Dr. POORE. It has been moved and seconded, and the gist of that is, we receive the report, and print it, but we do not adopt it at this particular time. All in favor will say "Aye." Opposed "No." Did we have some "noes"? We will vote again. The "ayes" have it. Next is a report of the necrology committee.

REPORT OF NECROLOGY COMMITTEE

Dr. DOCTOR. The members of the committee on necrology, Mr. Kenneth Huff of Louisiana, Mrs. Anna Murphy of Arizona, Superintendent W. M. Milligan of Wisconsin, and Miss Mary E. Kannapell of Kentucky, will make a more complete report for this committee later in the year. However, we do wish to make special mention of three members of the convention who have passed away since the convention met in Illinois 2 years ago. Louis Tuck, the oldest living graduate of Gallaudet College, and a long-time member of the faculty at the Minnesota School. His life was a worthy example of what a deaf teacher of the deaf can do. We point with pride to the fine work of this man.

Another teacher who is no longer with us is Julia M. Connery, a long-time member of the Staff of the Central Institute for the Deaf in St. Louis. Her many years in teacher training were a distinct contribution to the educational field of the deaf, and many of the young men and women here tonight are products of her work. We honor this truly great teacher. Dr. J. W. Blattner of the Oklahoma School, was one of the pioneers in the Convention of American Instructors of the Deaf. He was truly a builder in every sense of the word in our field.

And so tonight we honor these three men and women and the others who have labored so well to lift a bit that curtain of silence which surrounded the lives of so many of their friends.

Dr. POORE. Dr. Doctor, you are not giving that as a completed report? The necrology committee will continue its work and make a final report for the proceedings of the convention, is that right?

Dr. DOCTOR. That is right.

Dr. POORE. I will entertain a motion to accept the report under those conditions.

(Upon motion made and seconded, the report was accepted.)

NECROLOGY

(Supplemental report)

T. V. Archer: Died October 30, 1947, at the age of 80, at his home in Jacksonville, Ill. Principal of the Illinois School of the Deaf for 23 years. Principal of the Texas School for the Deaf for 10 years. A member of the staff of the North Carolina School, the Oklahoma School, and the Indiana School. Mr. Archer was a graduate of the first normal training class at Gallaudet College, being graduated in 1892.

Mrs. Sylvia Lee Chapin Balis: Died November 20, 1950. Graduate of the Illinois School for the Deaf. Taught in the St. Louis Day School, Western Pennsylvania School, and for 40 years was a member of the Ontario School for the Deaf in Belleville, Ontario. Author of the textbook, *From Far and Near*. Awarded an honorary M. A. degree by Gallaudet College. Taught the deaf-blind. Active in religious work for the deaf.

Mrs. Laura McDill Bates: Died February 4, 1950. Teacher of the deaf at the Idaho School for the Deaf and Blind.

Mrs. Eulah S. Blackwell: Died March 9, 1950. Teacher of the deaf in the Washington School for the Deaf.

Dr. J. W. Blattner: Died August 23, 1950, at the age of 92 at his home in Austin, Tex. Taught in the Colorado School for the Deaf, Iowa School for the Deaf, principal of the Texas School for the Deaf, and superintendent of the North Dakota School for the Deaf, and for 25 years was superintendent of the Oklahoma School for the Deaf. Prominent in the educational work of the deaf in the United States.

T. Emery Bray: Died March 9, 1950. Superintendent of the Wisconsin School for the Deaf for 25 years. Graduate of the Platteville State Teachers College in 1887. Taught in the public schools for many years.

Robert Brown: Died September 10, 1949, in Colorado Springs, Colo. Graduate of the Colorado School for the Deaf and of Gallaudet College. Taught in the Kansas School for the Deaf and the Colorado School for the Deaf.

Pauline Camp: Died in April 1947. Member of the faculty of the Georgia School for the Deaf, South Carolina School for the Deaf, Pennsylvania School for the Deaf, Michigan School for the Deaf, and Wisconsin School for the Deaf. Taught summer courses at universities in Iowa, Wisconsin, California, Nebraska, and Iowa State College. State special education consultant.

Laura S. Cantley: Died 1950. Teacher at the Arkansas School for the Deaf.

Alice Thompson Coburn: Died December 3, 1950, at the age of 75. Trained at the Central Institute for the Deaf. Taught at the Illinois School for the Deaf. Assistant principal, Alexander Graham Bell School for the Deaf in Chicago, Ill., for 21 years. Taught at the Wisconsin School for the Deaf for 18 years. Was a member of several national organizations connected with the education of the deaf.

Gertrude Conrod: Died February 5, 1951, in Vancouver, British Columbia. Teacher of Charlie Crane, a deaf-blind pupil. Taught in the School for the Deaf in Halifax, Nova Scotia, and in the British Columbia School for the Deaf.

Julia M. Connery: Died Sunday, November 26, 1950. Principal of the Central Institute for the Deaf, St. Louis, Mo., for 23 years and 20 years in educational work for the deaf in New York State. Author of books on the education of the deaf. Pioneer in nursery school education of the deaf.

Mary Virginia Davis: Died August 29, 1950, in Columbus, Ohio. A teacher of the deaf in the Ohio State School for the Deaf, Columbus, Ohio, for many years. Author of many articles on the deaf and the hard of hearing. Translated many articles on the education of the deaf. One of the founders of the Columbus Hearing Society.

Miss Jennie Gray DeArmond: Died April 24, 1949, in Knoxville, Tenn. Graduate of the Tennessee School for the Deaf. Taught for 28 years at the Tennessee School for the Deaf.

Miss Elizabeth Deannard: Died February 8 at Peterborough. Taught at the Ontario School for the Deaf from 1910 until 1936.

Miss Lucy Doneghy: Died December 3, 1950, at her home in Danville, Ky. Taught in the Lexington School for the Deaf and in the Kentucky School for the Deaf for 31 years.

Miss Annie McDowell Ervin: Died July 18, 1950. Taught in the Nova Scotia School for the Deaf.

James O. Field: Died October 22, 1949, at his home in Colorado Springs. Taught in the Colorado School for the Deaf for 28 years.

Ann M. Gibson: Died March 27, 1951, in Moorefield, W. Va. A teacher of the deaf in the West Virginia school, South Dakota school, Virginia school, and the Rochester school.

Rev. F. W. G. Gilby: Died June 7, 1949. A teacher of the deaf in England. Established schools for the deaf in Capetown, South Africa, Jamaica, Trinidad, British Guiana, and the Barbados. Furthered social work for the adult deaf.

Dr. Elbert A. Gruver: Died February 5, 1949, in Providence, R. I. Superintendent of the Pennsylvania School for the Deaf, Lexington School for the Deaf, Central New York School for the Deaf, and the Iowa School for the Deaf. President of the American Association To Promote the Teaching of Speech to the Deaf. President and vice president of the Convention of American Instructors of the Deaf.

Miss Augusta Harman: Died May 6, 1950, at the age of 91, in Staunton, Va. Graduated from the Virginia Female Institute. Taught in the California School for the Deaf for 7 years, in the Western Pennsylvania School for the Deaf for

10 years, Louisiana School for the Deaf for 3 years, and the Virginia School for the Deaf for 27 years.

Stephen Clarence Jones: Died March 4, 1950, in Lynchburg, Va. Graduate of the Virginia School for the Deaf. Taught for many years in the Virginia School in Staunton and for a few years in the Virginia State School in Newport News. One of the founders of the Virginia Association of the Deaf.

Margaret Hopkins Keller: Died September 28, 1949. Member of the faculty of the West Virginia School for the Deaf from 1891 to 1941. At one time principal of the West Virginia School for the Deaf.

Dr. A. E. Krause: Died March 29, 1949. Superintendent of the West Virginia Schools for the Deaf and the Blind from 1933 to 1941.

Samuel Hayes Lawrence: Died April 5, 1951, in British Columbia. A teacher of the deaf in the Nova Scotia School for the Deaf and organized and administered the Provincial Government School for the Deaf and the Blind in Vancouver until his retirement in 1935.

George B. Lloyd: Died September 30, 1948, at his home in Vancouver, Wash. Superintendent of the Washington State School for the Deaf for 25 years. Member of the faculty of the New Jersey School for the Deaf, of the Washington State School for the Deaf, and the Pennsylvania School for the Deaf.

Dr. Marie Mason: Died December 8, 1949. Member of the faculty of the Ohio State University. Pioneer in the use of motion pictures in the teaching of lip reading.

Luther Morris: Died in 1951. Instructor of carpentry in the Kentucky School for the Deaf for many years.

Clare Montgomery: Died November 18, 1949. Teacher of the deaf in the classes for the deaf and hard of hearing, James A. Foshay Junior High School, Los Angeles, Calif.

Marie P. Orr: Died March 24, 1949. Member of the faculty of the Florida School for the Deaf and of the American School for the Deaf.

Mary E. Peck: Died August 1950 at the age of 91. Graduate of the Illinois School for the Deaf and of the Chicago Art School. Teacher of art in the Illinois School for the Deaf for many years.

Spencer Phillips: Died October 29, 1950, in Alexandria, La. Mr. Phillips was superintendent of the Louisiana School for the Deaf for many years. Also served as superintendent of the Louisiana School for the Blind and superintendent of the Louisiana School for Spastics.

Dr. Oscar M. Pittenger: Died November 17, 1947. Superintendent of the Indiana State School for the Deaf for 16 years.

Thomas Rodwell: Died 1949. Teacher of the deaf in the Langside School for the Deaf, Glasgow, Scotland, Donaster School in England, Ontario School in Belleville, Minnesota School in Faribault, Minn. Opened the first school for the deaf in Saskatchewan at Regina. Superintendent of the Manitoba School. Honorary M. A. from Gallaudet College.

Mrs. Minnie Schory: Died July 12, 1950, at the age of 80 at her home in Columbus, Ohio. Member of the faculty of the Ohio School for the Deaf and the Ohio School for the Blind for 25 years.

Perry E. Seely: Graduate and former instructor of the Nebraska School for the Deaf.

Mrs. Anna M. Snyder: Died December 26, 1947. A former student and member of the faculty of the Illinois School for the Deaf.

James W. Sowell: Died in 1950. Graduate of Gallaudet College and a member of the faculty of the Nebraska School for the Deaf.

Edwin Stanley Thompson: Died December 4, 1948, at the age of 85. Teacher at the Pennsylvania School for the Deaf, Mount Airy, the Lexington School for the Deaf, and the Clarke School for the Deaf. Charter members of the American Association To Promote the Teaching of Speech to the Deaf.

Louis C. Tuck: Died September 3, 1949, at the age of 98. Member of the faculty of the Minnesota School for the Deaf for 51 years. Oldest living graduate of Gallaudet College and of the American School for the Deaf in West Hartford, Conn. Served as secretary to Dr. Edward Miner Gallaudet, head teacher at the Overlea School for the Deaf, and as acting superintendent of the Oregon School for the Deaf.

Mrs. Rose Mae Underhill: Died September 19, 1950, at the age of 66. Mrs. Underhill was a graduate of Gallaudet College and a member of the faculty of the North Carolina School for the Deaf for 24 years.

Jessie Mae Weber: Died December 16, 1951. Served on the faculty of the Texas School for the Deaf for 32 years. Also taught at the Utah School for the Deaf.

Dr. POWRIE V. DOCTOR, *Washington, D. C.,*
Chairman.

Mr. KENNETH HUFF, *Louisiana.*

Miss ANNA MURPHY, *Arizona.*

Mr. W. M. MILLIGAN, *Wisconsin.*

Miss MARY E. KARMAPEL, *Kentucky.*

Dr. POORE. We will have the report of the nominating committee, and in the absence of Dr. Settles, Mr. Mayers of the Oregon School will make this report.

REPORT OF THE NOMINATING COMMITTEE

OFFICERS

President, Dr. Daniel T. Cloud, Illinois School for the Deaf, Jacksonville, Ill.
First vice president, Dr. Truman L. Ingle, Missouri School for the Deaf, Fulton, Mo.

Second vice president, Miss Elizabeth Benson, Gallaudet College, Washington, D. C.

Secretary, Thomas Dillon, New Mexico School for the Deaf, Santa Fe, N. Mex.

Treasurer, Odie W. Underhill, North Carolina School for the Deaf, Morganton, N. C.

DIRECTORS

Chairman, Dr. Ethel A. Poore, Tennessee School for the Deaf, Knoxville, Tenn.

Mrs. Evelyn Stahlem, Bennett School, Los Angeles, Calif.

James H. Galloway, Rochester School, Rochester, N. Y.

SECTION COMMITTEE LEADERS

Art.—Mrs. Grace Bilger, Kansas School for the Deaf, Olathe, Kans.
Auricular training and rhythm.—Lloyd Graunke, Illinois School for the Deaf, Jacksonville, Ill.

Curriculum content.—Herschel Ward, Tennessee School for the Deaf, Knoxville, Tenn.

Day schools.—John Grace, Gallaudet School, St. Louis, Mo.

Deaf teachers.—Thomas Ulmer, Oregon School for the Deaf, Salem, Oreg.

Health and physical education.—James Dey, New Jersey School for the Deaf, West Trenton, N. J.

Preschool and kindergarten.—Eleanor Vorce, Lexington School for the Deaf, New York City.

Research.—Dr. Helmer R. Myklebust, Northwestern University, Evanston, Ill.

Speech.—Miss Bessie Pugh, Florida School for the Deaf, St. Augustine, Fla.

Supervision.—Lloyd Ambrosen, Minnesota School of the Deaf, Faribault, Minn.

Visual education.—Miss June Newkirk, Arizona School for the Deaf, Tucson, Ariz.

Vocational training.—Dr. Carl E. Rankin, North Carolina School for the Deaf, Morganton, N. C.

Publication.—Dr. Powrie V. Doctor, Gallaudet College, Washington, D. C.

Respectfully submitted.

SUSAN MOTLEY.

LEWIS MAYERS.

MADELINE MUSSMAN.

RUDOLF WARTENBERG.

C. J. SETTLES, *Chairman.*

Mr. MAYERS. I move the adoption of the report. That doesn't necessarily mean when you adopt the report you are voting for everybody on the slate. You do have the privilege of nominating from the floor, and determining whether you want to vote on the report as a whole or by groups or individually.

Mr. KENNETH HUFF. I am wondering about the section for supervising teachers. I believe Miss Isabelle Walker has been nominated for Supervision.

Mr. MAYERS. That was a mistake. Mr. Lloyd Ambrosen should have been on there.

Mr. HUFF. In that case I move the adoption.

(Motion was seconded.)

Dr. POORE. Under the section committee leaders Mr. Lloyd Ambrosen of the Minnesota School takes the place of Miss Isabelle Walker of Kendall. It has been moved and seconded we accept the report of the nominating committee.

(Upon a voice vote the motion carried.)

Dr. POORE. What is your desire as to voting. Do you want to vote for the entire slate or go down the list and entertain nominations from the floor?

Mr. JOHN WALLACE. I move we accept them by groups and vote on them at the same time.

Dr. POORE. Mr. Wallace moved the officers be accepted by groups and voted on at the same time.

(Motion was seconded, was carried unanimously upon a voice vote, and the officers declared elected.)

Dr. POORE. I don't think I can perform on this next group, the directors, since I am named for chairman. Is Mrs. Snider here? If so, will she come forward and ask for the vote on the three directors?

(Mrs. Snider, second vice president, assumed the chair.)

Mrs. SNIDER. I would like to have a motion for the acceptance of these three directors.

Mr. BOATNER. I ask the secretary be empowered to cast one vote for the election of the three directors.

(Motion was seconded, carried unanimously upon a voice vote, and the directors declared elected.)

Dr. POORE. Now, for the section committee leaders. We will entertain a motion on that slate. I believe it's in order, since there is only one person nominated for each section, to suspend the rules and ask the secretary to cast the vote of the convention for the leaders.

Dr. CARL E. RANKIN. I so move.

(Motion was seconded, and carried unanimously upon a voice vote.)

Mr. MCCLURE (assistant secretary). The vote is so cast.

Dr. POORE. Is there any new or unfinished business to come before the group. We are ready to entertain invitations for the next convention. Is that what you want now? If we have some new business, I will recognize Miss McLaughlin.

Miss HARRIETT McLAUGHLIN. I want to ask the convention be held later so that more persons may attend the convention.

Dr. POORE. Do you make that in the form of a motion?

Miss McLAUGHLIN. Yes, I so move.

(Motion was seconded.)

Dr. POORE. We will have a show of hands on that. All in favor of that motion, of setting a later date in the year so that more schools may participate, hold up your hands.

QUESTION FROM THE FLOOR. What do you mean, later?

Dr. POORE. Is there a discussion then?

Miss McLAUGHLIN. The first week in July.

Dr. ELSTAD. It's very wise we discuss this matter, because there are some who want to take up summer school, and it cuts into that, and I think before we take a step like that, we should give it serious consideration. I don't think we can pass on it by motion in a few minutes. I would suggest we give it more thought.

Mr. DWIGHT REEDER. There are a good many teachers in the United States that are teaching school this week, and they would like to be at these conventions. They can't be because they cannot leave their school children alone. If the convention were held a week later, or 2 weeks later than has been usual, I believe a good many more teachers would be able to come.

Dr. FUSFELD. Would you entertain an amended motion to leave this matter in the hands of the board of directors to decide?

(Motion was seconded.)

Dr. POORE. Dr. Fusfeld asks that the matter be left in the hands of the board of directors. Is there any discussion to the amendment? If not, we will vote on the amendment.

(Upon a voice vote, the motion carried.)

Dr. POORE. The amendment is accepted, so it's not necessary to put the original motion to a vote. Any other business to come before the convention? We will entertain invitations for the next convention now. If there are none, you have an opportunity later to file your request with the board of directors and incoming officers.

Mr. VIRGIL EPPERSON. The State of Washington would consider it an honor to have the convention come to Washington. [Applause.]

Dr. POORE. It hardly seems necessary to put that to a vote. It seems everybody wants to go to the Northwest. Are there any other invitations to be extended? If not, we accept that, or put it in the hands of the executive committee. We appreciate the invitation. It's awfully nice to be asked anywhere. If there is no further business the convention stands adjourned until tomorrow morning at 9 o'clock.

SECTION MEETINGS, THURSDAY, JUNE 21, 1951

SECTION FOR DEAF TEACHERS

Chairman: Robert M. Greenmun, teacher, Central New York School, Rome.

Paper: Cartoons as a Visual Aid in Teaching the Abstract to the Deaf, Dr. Powrie Doctor, professor, Gallaudet College, Washington, D. C.

Discussion of Dr. Doctor's paper.

Paper: The Deaf Teacher, Edmund B. Boatner, superintendent, American School, Hartford, Conn.

Discussion and resolutions.

CARTOONS AS A VISUAL AID IN TEACHING THE ABSTRACT TO THE DEAF

(Dr. POWRIE DOCTOR, professor, Gallaudet College, Washington, D. C.)

I am quite certain that virtually everyone here this afternoon will agree with me that the process of getting the abstract over to the deaf is probably the most difficult task in the field of the education of the deaf. Whether this is brought about by deafness, in itself, or through our educational methods, or a combination of both, I am not prepared to say.

Helen Keller in her recent visit to Australia made the following statement:

If I could live again I should do much more than I have for the deaf. I have found deafness to be a much greater handicap than blindness. In advancing years I have grown closer to the deaf because I have come to regard hearing as the key sense. Deafness, by fettering the powers of utterance, cheats many of their birthright to knowledge. A child born deaf cannot learn easily because he can hear nothing to imitate. It is definitely harder for the deaf to grasp concrete facts, much less ponder on the abstract.

Certainly Miss Keller is in a position to evaluate the difficulties of both blindness and deafness, and her statement concerning the ability of the deaf to grasp concrete and abstract facts should demand attention.

Dr. Cord Orvey Wells, in his thesis, "The Development of Abstract Language Concepts in Normal and in Deaf Children," which was written in 1942 at the University of Chicago, attempted to trace the development of certain abstract language forms in normal children and in deaf children, and to make a comparison of this development during a period of approximately 4 years. The study was concerned primarily with the usage of abstract nouns and words of a relational character, conjunctions, prepositions, and relative pronouns. He was interested in the importance of hearing as related to the growth of abstract language. The most meaningful finding of the entire study was the very obvious retardation of the deaf subjects in the development of abstract language. In general the deaf pupils were equal to hearing students in concrete words, but from four to five grades below in the understanding of abstract words. Dr. Wells said that, from the evidence at hand, he certainly was not prepared to say this factor of difference was intelligence.

Mildred C. Templin, assistant professor of child welfare, University of Minnesota, made a study of "The Development of Reasoning in Children with Normal and Defective Hearing." Various types of reasoning ability were measured in children whose experience was limited by defective hearing, and comparisons were made with children whose environment was normal.

Subject for this study included 850 pupils in State residential schools for the deaf, in special day classes for the defective hearing, and in public schools. Three different reasoning tests were used, and the scores of matched groups were compared and analyzed.

It was the conclusion of the author that the degree of residual hearing was a more important factor in relation to reasoning than residential or day school environment.

The results of this recent study are to me very interesting. It points out that neither a residential school nor a day school is primarily responsible for the inability of the deaf student to do abstract thinking, but that the real obstacle is deafness. This being the case, we, as teachers of the deaf, have the responsibility of teaching a deaf child how to think, as well as how to read, how to write, how to do number work, how to speak, and how to read the lips.

I am sure that most of us realize how much of our early teaching of the deaf child must be quite concrete in its presentation of material. There is no criticism of the usual method of "a fish, a ball, a shoe," but we must realize that the time must come in a deaf child's life when he must be introduced to abstract thought.

This inability on the part of the deaf to comprehend the abstract carries over, I believe, into the vocational field. I remember speaking once to a member of a large motor company who had under his jurisdiction quite a number of deaf employees. He said two things stood out: first, the inability of the deaf to follow directions as well as the hearing; and, secondly, the inability of the deaf to grasp meaning from charts, diagrams, and blueprints. Regarding the inability of the deaf to follow directions, he pointed out that the deaf as a rule had a tendency to follow directions exactly to the letter, often to the word, but less often to the sentence, and still less often to the paragraph. I wonder if this weakness might not be traced to the classroom. It takes us a long time to build up a word in speech or in language or in reading. The carry-over from elements, to words, to sentences, is a tedious process, and to get to the paragraph is even more tedious, and to get to the main idea of the paragraph is quite another point. This depends on reasoning and quite often on the forming of an abstract idea. It was this very weakness which this manager from the motor company stressed.

Secondly, he mentioned the inability of the deaf to grasp meaning from charts, diagrams, and blueprints. He remarked that in many factories today much information is conveyed by these means. We notice this also from reading the newspapers and textbooks of today.¹

I am wondering, if this is the case, why we should not make a greater use of cartoons from the daily newspapers. So often the entire point of one of these cartoons depends on the ability to grasp an abstract idea or to infer some meaning. It is fairly easy to find a picture for the words, a fish, a ball, or a shoe, but it becomes very much more difficult to find a picture for the words choice, humanity, or truth.

Here is a cartoon which we have used quite often in the class in comparative religion. "The Tree of the Knowledge of Good and Evil," with its many apples, and the apple core on the ground labeled "Atomic Bomb" needs very little explanation. Surely, this cartoon, comparing the atomic bomb to the apple in the Garden of Eden should make the student stop and think and compare the story from the Bible with the present day situation. We have used this cartoon for a language lesson. In place of the atomic bomb we have asked the students to substitute some problem which they have faced in college. The fact that they are responsible, sometimes for the first time in their lives, for making their own choice of something and having to abide by the consequences, gives added force to the cartoon.

The cartoon showing the Hotel Waldorf in New York City displaying the five star flag of a general with the words "Go It Alone" and the United Nations' building displaying the U. N. flag with the wording "United Nations" and Uncle Sam standing nearby stroking his chin, was an excellent cartoon for the class in current events. This cartoon presented the entire controversy over the Korean war in an excellent manner for deaf students. It presents an abstract situation in very concrete terms.

The cartoon showing Uncle Sam being tied down by many small men has been used quite often in the class in comparative literature. The story of Gulliver's Travels is always interesting, but often we fail to get across the idea of Swift's irony in the story. We become so engrossed in the story of the Lilliputians that we sometimes forget Swift's point in writing the story. This cartoon of Uncle Sam being tied down by numerous small minds is a very concrete way of getting across this rather abstract fact.

¹ Powrie V. Doctor, On Teaching the Abstract to the Deaf, The Volta Review, December 1950.

This sheet of pictures used in a French School for the Deaf presents an excellent way of presenting ideas without words. We have all seen small children performing action work and then writing a description of their activities. Why couldn't we do similar work with cartoons on a somewhat advanced pattern.

We have been using pictures for many years in the education of the deaf. However, I believe we could go on and make greater use of them. One of the students at Gallaudet College called a cartoon an "Ideagraph." I certainly can think of no better term. We all know how factual our students are in their thinking. Ideas are at a premium. Then why not subject our students to more cartoons, which are, as this college student said, ideagraphs. The Chinese say a picture is worth 10,000 words. I believe I might be inclined to say that a cartoon can do for our deaf students what 20,000 words might fail to do.

DISCUSSION OF DR. DOCTOR'S PAPER

Chairman Greenmum asked for comment on the paper and Wesley Lauritsen, of the Minnesota School, related his experiences in using the student's edition of the Reader's Digest in improving the vocabulary of eleventh and twelfth grade students.

Mr. Greenmum stressed the importance of teaching the abstract, especially to the very young deaf child, by any means possible.

Mervin Garretson, of the Montana School, told how he used fairy tales and other stories. He stressed the value of reading and suggested the use of signs in putting over an idea when necessary.

Grover Farquhar, of the Missouri School, used a number of concrete examples to emphasize the importance of giving the deaf child a working knowledge of fundamental words so he could express his ideas. The speaker suggested the use of Thorndike's List of Common Words. He also expressed his approval of cartoons and comics in teaching the abstract.

To get over abstract ideas Larry Newman, of New York, suggested that plays be read and then dramatized.

THE DEAF TEACHER

(EDMUND B. BOATNER, superintendent, American School, Hartford, Conn.)

Your chairman has asked that I discuss both the strengths and weaknesses of the deaf teacher and that I not pull any punches in dealing with the latter. In this respect it is sufficient to say that individually the deaf teacher is subject to the usual human shortcomings to the same degree as a normally hearing person and certainly being deaf does not in itself mean that an individual will be an effective teacher. This, I believe, is so obvious that it does not merit discussion. It was not my intention, however, to analyze the individual teacher but rather to convey some idea of the important contribution deaf teachers as a group have made in teaching the deaf child.

The deaf teacher of the deaf has received many tributes in the past and I am sure that most of these have been more appropriately and ably expressed than I may be able to do. However, I am very happy to have this privilege of speaking to you concerning deaf teachers

and the outstanding contributions that they have made in this specialized field of education. In this day and time when so many fads and isms are monopolizing the greater part of the publicity relating to this field, it would be well for all those interested in the deaf to consider the achievements of deaf teachers and the great benefits which deaf children derive from their patient and kindly instruction. I have been in this field for almost 20 years and in all that time it has been my good fortune to be associated with deaf teachers and while I know there are those who can speak with much greater authority on this subject I feel that I have sufficient experience with these teachers to give a considered opinion. From the time I began my studies at Gallaudet until the present I have relied on these friends for counsel and assistance and I have learned more about the problems of the deaf through them than from any other source. Certainly, the educator in this field who does not have the advantages of association with deaf teachers is laboring under a major handicap.

I feel, too, that there is another consideration which gives me the right to speak on this subject with some authority and that is the fact that the school with which I am associated, the first permanent school for the deaf in the United States, is responsible for introducing into this country the first deaf teacher of the deaf and, since the school opened in 1817, there has been no time during which we have not had devoted and capable deaf teachers on our staff.

The gentleman to whom I refer is Laurent Clerc, and it is a tribute to Thomas Hopkins Gallaudet's wisdom that he persuaded Mr. Clerc to return with him and to help establish the first school for the deaf because this more than any other factor insured the success of the venture. Mr. Clerc was a brilliant example of the feasibility of deaf persons acquiring an extremely high degree of education and this was a point on which the people of America needed to be convinced. While Clerc was learning English on the voyage from France to America he was able to instruct Mr. Gallaudet in the language of signs. Subsequently, his written lectures to audiences in Boston, New York, Philadelphia and other cities were most effective in securing funds for the new enterprise, and the highly favorable impression which Mr. Clerc made on the National Congress in 1819 secured for the school the grant of the Alabama lands which placed it from the start on a sound financial basis. Mr. Clerc continued as a pillar of strength in the school for 41 years and not only taught the pupils but taught the teachers as well. Many outstanding educators in this field benefited from his instruction including J. A. Jacobs, principal of the Kentucky school, J. S. Brown, principal of the Indiana school, Rev. J. D. Tyler, principal of the Virginia school, H. N. Hubbell, principal of the Ohio school, A. B. Hutton, principal of the Pennsylvania school, Roland MacDonald, who established a school in Quebec in 1830, and many others.

In 1822 Mr. Clerc was loaned by the directors of the school to the Pennsylvania Institution for the Deaf and he rendered outstanding service to that institution in placing it on a firm foundation. One of our prized possessions is a silver pitcher presented to Mr. Clerc in 1822 by the directors of the Pennsylvania institution, on which is inscribed their warm sentiments of appreciation.

Mr. Isaac Lewis Peet, principal of the New York School for the Deaf, from 1867 to 1892, and one of the most noted educators of the

deaf to this day, stated that this gave the Pennsylvania School an impetus it could not otherwise have had and he regretted the fact that the New York School could not have been started under similar auspices, for that school, although conducted by faithful and able men, until the year 1831 had been without the assistance of an experienced and understanding educator of the deaf.

Certainly, Mr. Clerc made a tremendous contribution to this field from which the deaf are reaping benefits today and he set the highest possible standard for his successors in matters of character and devotion. It is most gratifying to be able to state that the great majority of deaf teachers who have served in our schools have adhered to these high standards of service and have added luster to the proud tradition.

In passing, I would like to pay tribute to a few of the outstanding deaf teachers who have furthered this grand tradition, although a complete list would be impossible. First, recognition is due those inspired deaf teachers who founded schools, including Thomas H. Coleman, who founded the Florida School; Delos A. Simpson, who founded the Gallaudet Day School; Lars M. Larson, founder of the New Mexico School; Phillip A. Emery, founder of the Kansas School; William S. Smith, founder of the Oregon School; A. R. Spear, founder of the North Dakota School; H. C. White, founder of the Arizona School; and W. C. Ritter, founder of the Virginia School for the Colored Deaf. Then, certainly, special mention should be given those who have made notable contributions to the technique of teaching language to the deaf child. These include George Wing and Edith Fitzgerald whose systems of language presentation are used in the majority of schools today, and Dr. J. L. Smith who, appreciating the difficulty of the deaf child with idioms, was the first to compile a list of such expressions for systematic presentation to the deaf. Then too, there is Dr. J. Schuyler Long whose manual on the sign language is a classic for students of this valuable means of communication. These solid contributions to the educational progress of the deaf child have not been surpassed and certainly compare favorably with the high-priced research that in all too many cases has not resulted in any actual benefit to the deaf child.

Among other deaf teachers who have distinguished themselves are John R. Crane, James Denison, George M. Teegarden, Dr. J. H. Cloud, Dr. Thomas Fox, Dr. Amos Draper, and Dr. George M. McClure. Space does not permit the mention of all who are deserving of recognition but it is most gratifying to be able to state that many present-day teachers are achieving distinguished careers which will compare favorably with those of the great teachers who preceded them.

Unfortunately, in our profession we have many points of disagreement but there is at least one point in which I have always found full agreement and that is that teaching the deaf comprises the most difficult of all of the phases of education with the exception of the education of the deaf-blind. These latter are fortunately very few so for all practical purposes it might be stated that educating the deaf is the most difficult of all the fields of education. This fact leads to the inescapable conclusion that it is most essential for the teacher of the deaf to have a full and sympathetic understanding of deaf children. Such understanding is necessary in any teaching situation, but is even more imperative in the case of the deaf child than with children who hear normally. I don't believe we can raise an argument about this. I

believe that it also follows that the deaf teacher has an understanding of the deaf child which in some respects surpasses that which the most earnest and sympathetic hearing teacher can achieve. The deaf teacher has been through experiences and thought processes similar to those of the deaf child whom he teaches and knows many things from experience which the hearing teacher can only surmise. It is only natural that such understanding awakens a deep, responsive cord in the child and undoubtedly this is the most basic reason for the success of the deaf teacher.

I would like to say here that never before have we had a greater need for understanding of the deaf child than we have today. It is alarming to note the number of people who are entering this field at the present time directly from university levels or medical clinics who, although earnest and sincere, have little actual knowledge or understanding of the deaf child or, much less, knowledge or understanding of the adult deaf. Furthermore, another serious problem in this field is the lack of understanding of many elementary teachers in our schools today. Many such teachers know the deaf only as 6-year-olds or 8-year-olds but it is not uncommon to find that these same teachers by virtue of performing the same rote in the classroom year after year with the same age children believe themselves to be authorities on all the problems of the deaf and think nothing of telling the deaf adult how to live his life, although they know him not.

While I do not doubt the high motives of any of these people one can only conclude that they are greatly handicapped by their lack of understanding and that this lack of understanding of the deaf child often leads to serious mistakes in our educational policies. It is in such situations that the deaf teacher can render invaluable service through his actual experience and knowledge of the deaf and fortunate is the school which makes use of his talents.

In addition to a special understanding of the deaf child, the deaf teacher can fluently communicate with the students, and clear and fluent communication is absolutely essential if we are to teach and inspire the students in our care. I have seen too many instances where communication with the students was halting and limited because of the unwillingness of the school authorities to make use of the efficient means of communication at their disposal. With the proper ratio of deaf teachers and dormitory counselors on its staff, a school can make use of all means of communication and a clear understanding of what is expected of him can be given to every child. The importance of this cannot be overemphasized.

I would like, here, to pay my respects to the deaf dormitory counselor or dean, who in many cases also serves as a teacher. I feel he is deserving of far more recognition than has been given him in the past. Devoted deaf supervisors have proved to be one of the most beneficial influences in the entire lives of students with whom they have come into contact. On the other hand, when a child is placed in the charge of people who cannot communicate with him effectively we have a situation which is often tragic and troubles are bound to arise. Not long ago I visited a large school where this was the case. Perhaps 200 older students were under the charge of individuals who could not communicate with them in any fully satisfactory way and discipline and morale were at a very low ebb. What a difference could be made in this situation by deaf counselors of the proper training and experience.

One encouraging recent development is that recognizing the continued need for trained deaf teachers, Gallaudet College has instituted a broad and thorough course of teacher training for its students who wish to become teachers. This was recognized by the Conference of Executives of American Schools for the Deaf at its meeting in Jacksonville, Ill., in 1949 when it decreed that deaf teachers who have completed this course as well as the usual period of actual teaching are entitled to an "A" certificate under the conference teacher certification plan. On the other hand, one of the most discouraging aspects is the fact that so-called pure oral schools do not make use of the deaf teacher. This includes a few of the public residential schools and the great majority of day classes and private schools. It is regrettable that children in such schools are deprived of association with deaf teachers and counselors because of the mistaken idea that oral instruction cannot be carried on properly if a deaf person is a member of the staff. Certainly there is no argument concerning the value of oral training. All educators are agreed that each child should have an opportunity to develop as much speech and lip reading as he can. The disagreement is between those on the one hand, who would not permit any deaf child any means of communication, (outside of writing) other than lip reading and speech under any circumstances, and on the other hand those educators who although they value lip reading and speech and would provide the deaf child with oral instruction to the limit of his individual ability would also make use of other means of communication where the particular situation made it advantageous to do so. Fortunately, the majority of educators of the deaf subscribe to this more liberal philosophy of teaching. This is fortunate because it is a psychological axiom that children vary in their abilities and its only common sense not to expect the same attainments from all of them. The main point is that a judicious balance between the number of deaf and hearing teachers on a school staff should not handicap oral instruction. Obviously, the deaf teachers should not attempt to teach the primary grades or classes where the instruction is entirely oral. On the other hand, they can fill to an admirable degree positions in the advanced rotating departments where the general practice is to have a special class in speech under the direction of a trained teacher of speech. And they can also be a great asset in vocational classes. In addition, they also have a splendid record as coaches and athletic directors, and last, but far from least, they excel in handling the slow deaf child.

Deaf teachers often are unusually well fitted for work with the slow child by virtue of their patience, understanding, and sympathy. Many slow-learning deaf children have developed into self-supporting, happy, well-adjusted citizens under the kindly tutelage of the deaf teacher. In my estimation, this is often a far greater accomplishment than the sending of some bright student to college. It is interesting to note in this connection that very little attention has been paid by the theorists to the slow-learning deaf child and yet we have many of them just as there are many slow-learning children in the public schools. We do not solve their problems by ignoring them and here again the deaf teacher has made a solid contribution in an area where the majority of hearing teachers would not care to labor.

I cannot but feel that those who favor rigid oral communication and nothing else for the deaf child are inconsistent in not using some

of their own products as teachers in their schools because the very theory on which this rigidity is based is that the individual deaf person will be "able to take a normal place in the hearing world." If such normality is achieved, as we are constantly told that it is, why would not all such schools benefit by having properly trained deaf teachers on their staffs in the proper ratio.

In the final analysis, the greatest tribute to the deaf teacher is the fact that today approximately 1 out of 5 teachers in our residential schools is a deaf teacher. According to the January 1951 issue of the American Annals of the Deaf the total number of teachers in the 73 residential schools was 1,960, of which 376 or 19.1 percent were deaf. These residential schools had an enrollment of 13,363 children which is almost exactly two-thirds of all the children in special schools or classes for the deaf or hard of hearing in the United States. In 1930 18.8 percent of the teachers in these same schools were deaf so that there has been a slight increase in the ratio in the past 20 years notwithstanding the fact that the population of the schools now includes a much larger number of nursery and primary-level children.

The deaf teacher furnishes a source of inspiration and encouragement to the deaf student and provides an example of what he too can attain in the future. And, it is the deaf teacher who most often find giving freely of his time in friendly association with the students and directing the various extracurricular activities. The value of this friendly association and guidance cannot be measured. The hearing teacher could well emulate the example of the deaf teacher in this respect.

Finally, it is my conviction that as long as the majority of our educators follow the liberal policy of seeking every avenue of approach which may benefit the deaf child and as long as they continue to utilize the splendid talents of the deaf teacher to the best advantage, the welfare of the deaf child will be safeguarded and the standards of education of the deaf in America will continue to lead the entire world as they have in the past.

DISCUSSION AND RESOLUTIONS

Mr. Lauritsen moved that the chairman appoint a committee of two to draft a resolution thanking the interpreters who had so ably interpreted all sessions and sectional meetings. Passed by unanimous vote.

The chairman chose Mr. Lauritsen and Ted Griffing, of Oklahoma, to draft the resolution and present it with the general resolutions at the regular business meeting of the convention.

The following resolution was drafted:

Be it resolved, That the sincere thanks of the deaf teachers attending the convention be extended to all of the interpreters who did such a splendid job of interpreting at all sessions and sectional meetings of the convention.

WESLEY LAURITSEN, *Secretary*.

SECTION ON SUPERVISION

Paper: The Essential Qualifications of a Good Supervising Teacher, Katherine McMillian, supervising teacher, primary department, Alabama Institute for the Deaf and Blind.

Paper: Supervision in the Northwest, Lewis M. Mayers, principal, Oregon School.

Paper: Supervision as Authorities See It, Ben E. Hoffmeyer, principal, North Carolina School.

THE ESSENTIAL QUALIFICATIONS OF A GOOD SUPERVISING TEACHER

(KATHERINE McMILLAN, supervising teacher, primary department, Alabama Institute for the Deaf and Blind)

When I was asked to write a paper on the essential qualifications of a good supervising teacher, I wondered what I could write that had not already been written. There have been so many excellent papers on this subject read at conventions and it has been my privilege to hear many of them.

Twenty years ago when I was asked to supervise the work in the primary department of the Alabama School for the Deaf, I was overcome and it took me days to make up my mind to undertake it. I decided then that it might help me to do my best if I went to conventions and visited other schools. Since then it has been my privilege to do both. One can't always carry out the wonderful ideas expounded at these meetings but it helps to know what other people are doing and we can at least profit by their experiences. Meeting and talking with other supervising teachers is most inspiring and we can always get good ideas from fellow teachers.

I feel that the first essential of a supervising teacher is that she should be a good teacher with a comprehensive knowledge of all of the grades she is to supervise, having acquired this knowledge from good basic training and experience in teaching. In order to do a good job, she really should know the grades preceding and following those she is to supervise.

Ten years ago, here in Fulton, I heard a most interesting paper entitled, "Turns With a Supervising Teacher," written by Miss Mary Grey Barron, supervising teacher of the American School at Hartford, Conn. She expressed a thought which I find so excellent that I want to quote from it:

The supervising teacher's calendar day exceeds any that Julian ever devised, and here temperament must be capable of making and receiving a wide diversity of attack. Her activities encompass a range blending from such as were exercised by Simon Legree to those of Dorothy Dix.

This paper may be found in the report of the proceedings of the 1941 convention and would be well worth reading in its entirety.

I know full well the kind of supervising teacher I would like to be. The fact is I make out a program in detail every night, but can I follow that schedule? No. Who could, with the phone ringing for me to send Tom, Dick, and Harry, all from different classes to the clinic immediately, or perhaps it is a teacher with a sick or bad boy, or a girl who just can't get "ch," or I am informed that a club some 25 strong from a nearby city is about to descend. Perhaps it is a bus load of boys and girls from a county school.

My idea of a supervising teacher is for her to have time to visit every schoolroom every day. She should be able to help the inexperienced teachers and to keep in close contact with those more experienced. As you know, teaching the deaf does not come easy to all teachers, especially to the public-school teachers who have come to our rescue due to the dearth of trained teachers of the deaf.

Our course of study is not hide-bound. We stress thoroughness, but a teacher uses her own initiative to present a subject in a manner

easiest for her. Just so the child gets it. We much prefer less ground covered rather than the entire outline skimmed through.

I feel that a supervising teacher should have a set program for visiting schoolrooms for observation and to give help when needed. She should praise when possible and should be tactful when criticizing. She should be firm when sure she is right. She should always be willing to accept helpful advice and criticism. She should be cheerful and sympathetic. In doing this she can integrate the work of her teachers and see that the department runs smoothly. She should be a good listener and impart only that which will be beneficial.

It is not always easy for her to keep her chin up. At one of the conventions in New York I heard Miss Julia Savage say, "A supervising teacher has to be a Susie-Dam. How well I understood what she meant. In case you are not acquainted with a Susie-Dam, it is a small doll with weighted feet. When you knock it over, it hops up again.

I feel that a supervising teacher should forge ahead, be open-minded to new ideas, should not discard good, old ideas simply because they are not modern, but hold fast to that which is good. She should read and encourage her teachers to read not only professional articles but for pleasure. She, as well as her teachers, should have outside interests. She needs diversion every day. Only then can she come to her work refreshed in body and alert in mind.

After all, she is doing well if she can please her superintendent, her principal, the teachers, the supervisors, the parents, and the children at the same time. One very important essential is a sense of humor. Without this, she can hardly make the grade.

SUPERVISION IN THE NORTHWEST

(LEWIS M. MAYERS, principal, Oregon school)

Supervision in any school has as its purpose the best use of all available personnel and facilities to the end that the pupils derive the greatest benefit.

Supervision is good or bad depending on whether it makes the best use of the different elements. Supervision must be made to fit (1) the size of the school, (a), number of pupils, (b) buildings and their arrangement; (2) teacher and worker ratio to the number of pupils; (3) age, training, and experience of teachers. Finances contribute to every phase of school life. While a very difficult element to measure, the personalities of the teachers and supervising staff are important factors in supervision and the work of a school.

THE IDAHO SCHOOL

Superintendent: Dr. Burton W. Driggs.

Supervising teacher: None.

This is the smallest of the three schools of this group. This is also the only school with a department for the blind. Dr. Driggs wrote me that he had been unable to find a supervising teacher for his school since he lost one to Hawaii. If one considers all the pupils in the school the ratio is one teacher to seven and one-half pupils, one worker to one and one eighth pupils.

There are 17 vocations taught at Gooding. From the cost standpoint per pupil only Illinois is above that of Idaho. Illinois, \$2,250; Idaho, \$2,110; national average, \$1,207. Idaho's plan is 2 years of preparatory work and 10 grades.

WASHINGTON SCHOOL

Superintendent: Virgil W. Epperson.

Principal: Edward Reay.

Head teacher, advanced: Mrs. Belle S. Devine.

Washington has a primary unit where the children live and go to school. This is a new building that has been in use just 2 years. The school building has classrooms for all intermediate and advanced classes as well as for the home-economics and sewing rooms, and a gym, and auditorium. Mr. Reay's office is also in this building; the principal's secretary being the school librarian.

Mr. Reay has no teaching work. The supervising teacher of the primary department, this year, had a class for 1 hour a day, and the head teacher had a class during the entire school day. Mr. Reay also has charge of the shop work. From this set-up, the head teacher was quite handicapped in not being able to observe classes at work and to render help during schooltime. The primary supervisor was much freer in being free of class work most of the day. I hope that Mr. Reay will bring out any features that he feels will help the discussion. I did not get up to Vancouver for a complete analysis of his program but did talk with Mr. Reay when he was in Salem.

Vancouver's program calls for 1 year of preparatory work and 9 years for grades. I know that there are 2 years for the third and fourth grades; 1 teacher for 7.5 pupils, 1 employee for 2.8 pupils; 28 vocations are taught.

OREGON SCHOOL

M. B. Clatterbuck, superintendent.

Lewis Mayers, principal.

Ina Boyer Smith, supervising teacher, advanced department.

One hundred and fifty-seven pupils, cost \$1,607; one teacher for each five and six-tenths pupils; one worker for each two pupils.

I don't know about the other schools but for Oregon this is last year's enrollment for this year's teaching staff. Oregon this year had about 180 pupils. Oregon is the middle-sized school of the three. There are three units in the Oregon set-up.

The preschool with 2 teachers and 10 pupils; the primary school with 8 teachers and 66 pupils; the intermediate and advanced school 13 teachers and about 95 pupils.

The preschool unit has been in operation but 1 year. This unit is separate from the others. The children sleep, eat, and go to school in this house. The school part is in charge of a kindergarten teacher with an assistant who teaches lip reading, speech, and whatever language the children can take. Work in this unit is fitted to the ability of the child, as children ranged from 4 up to 6 with varying degrees of hearing and one who had lost his hearing about 6 months before entering. Each child works independently of the others. Socialization and the usual developments of kindergarten are expected from

the children. One of the expectations of this unit is to eliminate some children who are entitled to a trial but who cannot do the work expected in a school for the deaf. Two questionable children were tried out this year and therefore will not return to interfere with the work of the first preparatory class.

For the last few years Oregon has invited mothers of young deaf children to come with their children for a stay of about 2 days at school. During this time different teachers, the superintendent, and others talk with the parents to give them some idea of how the children live away from home, what is expected in the classrooms and dormitories, answer questions, and give any advice that seems to be needed to help parents better train their children.

This spring preschool pupils were given a week's holiday. During this time the parents were brought to school. Some preschool youngsters were not able to go home, so parents could see pupils of every class—what the best could do and how much the slower classes were accomplishing. Many times a prospective parent could find a pupil in school that lived near them. A parent usually likes to know if someone from their community will be going back and forth to school when they are. It's a big help in adjustment for the child if he has been in that building where mama and papa leave him and go home.

THE PRIMARY UNIT

This is a building with dormitories for 30 boys and 30 girls from about 6 to 9 years of age. The other end of the building has eight classrooms, pupils' library, school offices, small auditorium or rhythm room, and a teachers' lounge.

This building has been in use for a little more than 2 years. All classrooms are approximately the same size, 21 by 26 feet, planned for 8 pupils. Actually the classes varied this year from 7 to 10, but 5 were of 8 each. The rooms have two closets each and a small cupboard. One closet has a washbasin, which is a help in keeping the young children out of the hall.

The intermediate-advanced department is located in another building known as the school building. This building is a classroom building only. Thirteen teachers have schoolrooms on its three floors. There is a library in the basement, and one room is used for the younger pupils and sewing room.

Oregon follows the State course of study. We begin using State-adopted textbooks in the second preparatory year and finish first-grade books in the first grade. Thereafter each grade uses the textbooks adopted for that grade.

Our grade plan is 2 years of preparatory work and then 1 year for each grade except the fourth; in this grade we require 2 years. The first year is to catch up any weakness that the children may have and to thoroughly prepare the pupils for the next five grades, after which they are to graduate. Pupils who seem to have a possibility of going to college are encouraged by informal occasional conversations; and in the last 2 years, ninth grade and a postgraduate tenth, they are given a special schedule that gives them more opportunity to study and build up an independence in learning that the above-average pupil can take advantage of and use effectively.

The State has a program of book adoption; one-third of the books come up for adoption each 2 years. This means that an adopted text is used 6 years; it may be readopted. Then each biennium's budget must have funds to buy one-third of the books being used.

We can and do supplement regular textbooks with others that are more suitable to the needs of the children. This must be done in the fourth grade, where 2 years are taken to do one grade's work. It is necessary to get simpler workbooks for our preparatory classes and for the slow or special classes that we have. We at present have two slow deaf classes. We also have two ungraded classes of hard-of-hearing pupils.

These two classes of about 15 pupils are largely remedial. Pupils for these classes come to us from the public schools of Oregon and for the most part are expected to return to public school after 1 or 2 years' instruction in speech and lip reading, together with a thorough help in language and reading. These pupils range in age from 6 to 17 and from the first to the eighth or ninth grades of public school. There are very, very few that measure above the sixth in achievement tests; however, they have been passed along and are quite lost in school work. A few of these, after coaching and getting started, we have to put in regular classes because of their severe loss in hearing, but most of them are able to return to public school where they are much better off than they were on coming to us.

In the primary building are found the preparatory classes and usually the first and second grades. Their schedule is school 8:10 to 12 with a 10-minute recess. School again from 1:15 to 2:15. After 2:15 teachers have 20 minutes for coaching children who can profit by individual help. Teachers designate the pupils who need the help, but the schedule is drawn up through the office so that all concerned will know where the pupil is. Teachers have about an hour a day in their classrooms without pupils for preparation of their programs and for professional reading.

Rhythm work is scheduled so that two classes work together. We do not have as good a rhythm program as we should, as we have very few teachers that play the piano.

Lesson plans are turned in to be checked by the principal each week. We stress language, possibly; but speech, speech reading, and reading and writing all come in for their share of attention. Wings symbols were started 7 years ago and are showing good results. While we don't lay claim to perfect language, the lower grades appear to have better language than former classes had.

As a rule, when pupils advance to the school building, they also move their sleeping quarters from the primary building to the main building.

The academic schedule for the older pupils is the same as for the younger. However, practically all the pupils in the main building go to vocational work after 2:15. We follow a rotating plan for shops. The pupils in one grade are sent to one shop. Most of the time they are shifted each 3 months. After about 4 years a boy or girl has had work in all shops and then may select the shop that he or she wishes to. Printing is one exception to the rotating idea. We feel that 3 months of printing will not help a boy if he doesn't continue. Also we have found that there are some boys who can only clean up in a print shop. Vocational agriculture is a shop that pupils

take straight through the year. Work here varies so much during the year and varies with time seasons arrive in different years, that it is much the better arrangement to have a boy stay the full 9 months.

Remedial help is continued in the older classes as it was done in the primary ones. Supervised study is begun when the pupil moves to the older children's building. We have two study periods for the boys, afternoon and evening. This is done partly because we have no room large enough to seat all at one time. The main reason is that we don't have enough gym room or gym teachers to take care of all the boys at once. The two study times are for the younger and older or those who play on the teams and those who do not. Whether young or old study in the afternoon is decided by the time of year—whether football is played outside or basketball inside. One of the study periods is kept by a supervisor and the other by a teacher. We have found that where one person keeps the period day after day and week after week that we get better results than when a teacher keeps study hall for awhile and then another and another. We feel that study time is the time for the pupil to do the work and therefore ask the person on duty not to help. The teachers in the classroom do not know how much of a written lesson is the pupil's own work if someone outside helps. Rules for study hall are the same for every teacher, but the enforcement varies from teacher to teacher. We haven't found the teacher who is willing to give every night to keeping study hall, but learning will improve when we do. The oldest pupils are allowed to study in their own rooms, but the number who can is limited because we do not have the facilities for many to stay in their own rooms. Space, tables, and lights are not satisfactory for many to follow this procedure.

PHYSICAL EDUCATION

The preschool children do not have any formal gym work. They do have a play area, but sometimes in Oregon it's too wet to play outside; they have an indoor play space, but for the greater part of the time they are taken on walks. All children above preschool have gym, the boys every day and the girls four times a week. The girls have two short 20-minute gym periods and two long 50-minute periods. The primary-building children have gym while the older pupils are in shops. The physical-education teacher has classes from 2:20 until 5:30 and again from 7 until 8 or 9 or until the game or trip to a game is over. He is also in charge of games like ping-pong and shuffleboard, building interest, skill, sportsmanship, and recreational activity. During the noon hour some boys and girls are allowed to play mixed games. After supper, how to play is informally taught. During off seasons, when no sport is demanding pupils' time, skating parties are arranged for the boys and girls on Friday nights. While these are not continued for many weeks, it is a popular activity. Oregon plays competitive sports in the local small school league—six-man football, basketball, and track. Younger pupils are entered in city Y church leagues.

Another phase of school development is club activities. We sponsor Cub and Boy Scouts. We feel that we do worth-while work with the Cubs, but there has been nothing outstanding in this program. Mr. Ulmer has been scoutmaster for about 17 years and has done an

excellent job. He has been awarded the Silver Beaver and is making a talk here at the convention on Scouting.

We have tried several name groups for the girls' program. We feel that this past year's 4-H work has been the most worth while. Possibly that was because of the leader's enthusiasm for the work. We had two groups or clubs in sewing, one in forestry, and one in entomology. Probably the forestry group had the most fun and learned the most. We do feel that the girls in sewing did good work and learned a lot besides sewing in meetings and in having taken part in the exhibitions and the style show. The entomology group was a slow group, but they learned, and it was an activity for a group that so many times is passed over.

Other programs are Sunday school, Christian Endeavor, and literary society. By having pupils lead the general meeting of the Sunday school, another opportunity is given the pupils to accept responsibility, get up before a group, and a different attitude toward the assignment is required than is just for a lesson. We have quite a few hard-of-hearing pupils who attend Sunday schools of their denomination in town after the school's general assembly. Christian Endeavor and literary society are in charge of deaf men.

In speaking of the teachers at the Oregon school, all are well equipped to do the job they are doing. Some have had many years' experience. The 25 academic teachers have combined experience of 405 years in working with the deaf. This amounts to an average of over 16 years per teacher. Two teachers have just completed their first year of teaching the deaf. Two others have completed 45 and 54 years. Eleven have bachelor degrees, six have masters, and one has an LL. B. I feel that, with such a staff, supervision should be along counseling lines, not dictatorial ones.

Schedules, assignment of classes, and various duties given to the different teachers are usually checked by the superintendent so that he will be familiar with what is required of each teacher.

Possibly it might be more in the dormitory set-up, but an important factor in understanding the children is the dean's work. We have a deaf man, Mr. Tollefson, who is a listener of the older pupils' problems. As dean he doesn't punish pupils, but he does give advice, and he does talk with the children to see if he can find out what is behind the children's lack of interest in school or their misbehavior. This is a difficult job, to get the pupils' confidence and to be able to pick out the important part of what a worried child will tell.

The one in charge of supervision, regardless of the title, I've found, is the one who is supposed to know the answers, to get for the teachers and others the supplies, permission, or other thing wanted. It is much easier to ask him than it is to read the notice that is in the book on the desk. He is to listen politely, regardless of work to be done or others to see, to complaints or problems and solve them, or perhaps just be the one that people can unload to and thereby ease their minds.

Knowledge, skill in conveying duties, tact in calling attention to duties not done, a large amount of hearing and knowing people's troubles but not telling, are requirements of a successful person in the school office. A pleasing personality will go a long way in helping teachers to do their work.

I hope that we of the Northwest measure up to the average, at least, and those who work for us are helped in carrying out their work.

SUPERVISION AS AUTHORITIES SEE IT

(BEN E. HOFFMEYER, principal, North Carolina school)

The first book I am reporting on is *Supervision, Principles, and Methods*, by Margaret Williamson. This was copyrighted in 1950 and published by Woman's Press, New York. It is foreworded by Walter L. Kindelsperger, of Tulane University, who has this to say about supervision:

The supervisory function arises in response to needs inherent in work situations—needs deeply rooted in the dynamics of interpersonal relationship.

The supervisory relationship makes demands on individuals which touch the most vital elements in the personality of the worker. This is true with reference to both the supervisor and the supervisee. In a somewhat different way, both persons, while carrying out different roles, are deeply involved in what Margaret Williamson in this book calls the art of building creative human relationship; both have great responsibility for the success of these cooperative efforts.

Building creative human relationships is not a simple task. It is not achieved by good will alone. It is not achieved by the official adoption of splendid goals and ideals. The goal is not achieved simply by rational planning, as many of us blithely assume. All these factors are important, but in the last analysis success depends primarily upon the establishment of a productive interpersonal relationship between the supervisor and the supervisee.

The first chapter is entitled "Supervision, Its Purposes and Objectives." I quote:

Some new and relatively inexperienced teachers were asked what came to their minds when they heard the term "supervisor." Replies ran somewhat as follows:

1. Being told what to do.
2. The feeling of fear associated with "you will see your supervisor" (derived from experiences in practice teaching).
3. Being safeguarded from making unnecessary mistakes.
4. Being helped by a person who understands.
5. Resistance to "somebody with all the answers."
6. Satisfaction in having a point of reference.
7. Being made to feel inadequate and inferior because of the authority and power of the person over me.
8. Being pushed around.

The range of the reactions was undoubtedly due in large part to differences in experience with supervisors.

In the field of education as long ago as 1930 there appeared the concept of supervision as a creative enterprise having as its object the development of a group of professional workers who attack their problems scientifically, free from the control of tradition, and actuated by the spirit of inquiry and further as seeking to provide an environment in which men and women of high professional ideals may live a vigorous, intelligent, creative life.

How should the supervisor prepare for a visit?

1. The supervisor should, ahead of time, get a clear picture in mind of the chief purpose of the visit. The need is for a natural occasion so that the danger of disturbing normal group processes is minimized.
2. He should review, ahead of time, what he knows of the group, its program, and any special problems.
3. He should also review what he knows of the teacher, his abilities, and his interests and drive.
4. Generally speaking, it is better not to take people by surprise; arrangements for the visit should be made simply with the teacher and in such a way as to attribute no undue importance to the occasion.
5. The supervisor should have clear ideas in mind as to the direction of his observation; that is, what he is going to look for.

What should the supervisor observe?

1. The kind of relationship the teacher has with the group. Is it natural, relaxed, and effective; or is it uncertain or too condescending, too hovering and sentimental, too formal, or too aggressive?

2. The interaction of group members and any obvious reactions of the teacher to the relationships of members in the group.

3. The teachers reaction to the behavior of individuals in the group and his way of dealing with conflict situations that may arise.

4. Evidence of group cohesion or lack of it. Evidence of spontaneous leadership. How do responsibilities get distributed. Is there good participation by all members? Does the teacher contribute to this or does he tend to stifle it?

5. The quality of the program; how related is it to the needs and interest of the group? Are new program possibilities suggesting themselves all the time? How does the worker pick up on these?

How should supervisors behave?

Within limits "doing what comes naturally" will probably meet the situation. The supervisor will need, however, on all occasions, to guard against taking responsibility away from the teacher. There may be occasional need for demonstration by the supervisor as a means of training, but in this instance the teacher would know about it ahead of time and could participate without any feeling of having had something snatched out of his hands. It must always be remembered that the teacher is a person and the continuous leadership relation to the group is his and that it must be rigorously protected. The length of the visit varies with the situation. The important thing is that visits should not be "hit and run" affairs.

What the supervisor does with his observations

Note taking is definitely "out." He must take mental notes and write them afterward. What we see may point to our own shortcomings as supervisors.

The observation should be recorded as quickly as possible after the visit. Even the briefest lapse of time tends to dim the mental picture. The clearer the record, the richer is the material in hand for future relationships with the teachers. It serves to individualize teachers.

The supervisory conference—Timing and frequency of conference

When and how often should supervisory conferences occur and how long should they last?

The first principle is that all such conferences should be definitely scheduled. Casual, unplanned conversation will not suffice.

In the case of an inexperienced staff member a minimum of an hour a week, following the induction period, should be devoted to conferences with his immediate supervisor.

Preparation for the conference

In thinking of the supervisory conference it is important to be aware ahead of time, of the possible hazards the occasion presents to teacher and supervisor alike. For the teacher the supervisor represents authority which may be resisted consciously or unconsciously. The desire to get things done, or a focus of attention on the school's program to the exclusion of consideration of the teacher's need, may draw the supervisor into the pitfall of assuming complete responsibility for what the teacher does and into temptation of telling him what to do. "It is easier and quicker to dictate, to tell people what to do, but they do not learn so well that way!" "It is better to start where they are and work things out with them." The author says this about—

Attitude toward authority

A matter of primary importance is the need to recognize and accept the individual supervisee as a person in his own right—with his own motives, needs, and points of view, and with his own abilities and insights to bring to bear on the work in which they are jointly engaged.

A too common misconception is that a supervisor is a person who knows, or must appear to know all the answers. Exaggerated idea of status, prestige, and grandeur sprout from such a view, and only a sense of humor and humility—and preferably both—can save him.

Successful supervision depends upon the supervisor's ability to accept a relationship with the teacher in which there is joint participation, upon his ability to utilize what the teacher can contribute and his ability to say "I don't know" and still be relaxed.

Attitudes toward mistakes

The writer has heard of supervisors, so enslaved by rules and regulations, that they see every conference as an occasion to turn up a mistake or die.

The supervisor—a learner, too

Above all, he (the supervisor) should learn that the first step in understanding others is understanding oneself and that self-orientation, self-discipline, self-evaluation are of first importance to his security, serenity, and effectiveness.

One writer spoke of a successful supervisor as "A stable, secure individual free from the need to impose his drives upon others—flexible enough to share responsibilities with others, tolerant enough to accept their foibles, wise enough to see their strengths."

Supervision is an adventure in human relationships, its potentialities are limitless in terms of personal growth and satisfactions. The very humanness of its participants is at once its direst threat and its sublimest hope. Supervision can break or it can build.

This covers a few of the high lights of the book *Supervision—Principles and Methods*, by Margaret Williamson.

The second book I shall review is: *Supervision of the Elementary School*, by Clarence R. Stone of Stanford University. This book is published by Houghton Mifflin Co. and copyrighted 1929. This book covers supervision very thoroughly but one chapter was especially interesting. This chapter deals with "The problem of time for supervision on the part of the principal." We all rely on the time element as the reason we do not do classroom supervision.

The varied duties of the school principal have made such heavy demands upon his time that principals generally have experienced difficulty in finding time for adequate supervision of instruction.

An effort to solve the problem involves a study of how principals actually spend their time, an analysis of the causes of the lack of time for supervision, and a consideration of practical remedies.

There were several studies made. The Hampton study covered principals in Seattle, Detroit, St. Louis, Baltimore, Oakland. One hundred and thirty principals were involved. Their time was used as follows:

	Percent
Administrative duties.....	65.4
Supervision of instruction.....	20.1
Clerical activities.....	8.0
Class-room teaching.....	3.9
Community leadership.....	2.3
Professional study.....	.3

This study was criticized because most authorities doubted that the 20 percent was used for supervision. This 20 percent, however, covered many phases such as checking plan books, conferences, giving tests, recording and scoring tests, and so forth. Observation of instruction accounted for 14 percent of their time.

Dr. M. R. Traube, who supervised the study, said:

It is certainly illuminating to discover that only 13 principals out of the entire 130 do anything at all about a lesson, that has been observed. Apparently principals have an idea that the mere pressure of their observing faces in a classroom will inspire and improve instruction, especially if they confer occasionally with a few pupils about their school work and administer a few tests.

A study was made in Los Angeles and this study showed that administration consumed 55 percent of their time and instruction consumed 24 percent. This study also showed that 19.3 percent of their time was used for imperative, temporary, and emergency problems.

One interesting point in this study is the relatively large amount of time spent on matters arising unexpectedly and needing immediate or early attention. The writer believes that this is a very significant point—with a well-trained school secretary, it should be possible for

the principal to save at least half of the 50 percent of his time devoted to routine administrative and imperative, temporary and emergency problems. This time should, of course, be devoted to supervision.

CAUSES OF LACK OF TIME FOR SUPERVISION

There are two main classes of causes of lack of time for supervision on the part of the principal. One lies in the principal himself, and the other in the conditions under which the principal must work.

CAUSES THAT LIE WITHIN THE PRINCIPAL

It is a psychological law that one tends to do the thing that gives the satisfaction of success. It is a much more difficult thing to supervise systematically and effectively than it is to perform the detailed managerial duties connected with the principalship.

The individual who has the personal qualities needed in general and routine management, who enjoys the evident achievements of good management, who finds satisfaction in keeping the machinery well oiled and running smoothly and who takes pride in meeting all detailed requirements with promptness and precision, naturally tends to excuse his shortcomings in relation to the real professional work by saying that it is not possible to find time for supervision. There are many principals of this type who have the affection of their pupils, teachers, and patrons.

It should be pointed out that the principal who appears to be an excellent manager because he gives personal attention to all details, keeps things in shipshape condition, and takes pride in promptness, precision, and thoroughness, may be lacking in the most important managerial characteristics—the ability to organize and systematize to delegate details and routine to others, to train subordinates, and to reduce to a minimum the amount of necessary personal attention to details.

Again we have the principal who feels the most important thing he can do to secure and maintain a high level of instruction is to cheer and encourage his teachers. Such a principal is likely to be well stocked with stories, is a good fellow and good sport and is recognized as being big-hearted or good-hearted. Although these qualities are valuable assets, it is generally true that principal does not find time for systematic constructive supervision.

Such principals should contemplate the fact that their conception of the relative importance of the main classes of the principal's functions is different from the great majority of professors of education, leading superintendents, and first-class principals.

CONDITIONS BEYOND THE CONTROL OF THE PRINCIPAL

Studies of official regulations relating to the principal show that, although the principal is usually given the general direction and supervision of his school, the specific requirements deal almost entirely with managerial routine and reports. In one system it is specified that the principal shall ring the bell, the other that the principal shall be on duty at the regular times for pupils to pass to and from classes. The checks that are made upon the principal are concerned with

managerial routine and required records rather than supervisory activities.

The administration has opportunity to protect the principal from unnecessary annoyances and interferences. The telephone is undoubtedly a source of annoyance and a waste of time. While there is an increasing tendency to provide the principal with clerical help, in many cases they have none.

HOW TO FIND TIME FOR SUPERVISION

Formulate a time budget. A committee in Oakland made a study of an elementary-school principal's time budget. This was their recommendation. That each principal prepare, weekly or monthly in advance, a distribution sheet of his time during each school day. These sheets should provide for:

(a) Unassigned time for emergency duties, professional study, community leadership.

(b) Include definite office hours. These hours should remain unchanged from semester to semester so far as possible so that the central offices, patrons, and so forth, learn when he is available thus gradually lessening the interruptions of supervisory work.

(c) Definitely assigned time for all routine administrative duties.

(d) Provide definite amounts of time for supervision.

A principal without a clerk should spend 90 minutes at administration, 80 minutes for supervision, 60 minutes for clerical and office, 208 minutes for professional study, community and unassigned.

A principal with a clerk should spend 90 minutes administration, 120 minutes at supervisory, 60 minutes for clerical and office and 150 minutes for unassigned.

Usually principals who fail to find time for a reasonable amount of supervision have not planned a program, nor given a definite and practical supervisory schedule first place in importance. The habit of giving attention to supervision only when more pressing matters have been attended to naturally results in great difficulty in finding time for supervision.

A principal may easily allow himself to become an errand boy, an emergency helper, and a general utility man. Serious emergencies will require the immediate personal attention of the principal, but teachers and pupils soon learn to distinguish between real emergencies and routine happenings.

Principals must learn to have supplies issued at a certain time and by a certain delegated person. He must learn to handle callers expeditiously and not be allowed to demolish his working schedule. Be gracious but do not make callers too comfortable. Many times a hall conference will achieve the purpose in half the time that an office conference will take. It is usually better to stand, for this helps to cut the visit to a minimum. (Miss Bruce—in other words, no southern hospitality.)

SUPERVISORY IDEALS

The principal as a supervisor should be a leader rather than a dictator. This does not mean that it will not be necessary at times to issue definite instructions. It does mean, however, that in the great majority of cases the teacher is working in accord with the policy and

plans of the principal because the principal has inspired her and led her to see the value and soundness of his ideas, and not because she is obliged to do so. The principal should be an educational director of his school, with sufficient leadership to bring about unity of purpose and coordination of efforts on the part of all concerned. Supervision should be conceived as professional guidance. The principal is the friend, counselor, and helper of the teacher, encouraging her when she is going in the right direction, discovering her faults and weaknesses, aiding her to get on the right track, and directing her to sources of help. To the beginning teacher he must be a guide in a wilderness of new and difficult situations. To the enthusiastic, unseasoned teacher who likes to experiment, he must be a guide in a wilderness of pitfalls. To the teacher who is inclined to get into a rut and stay there, he must be a sympathetic but forceful guide into broader highways of progress. Supervisory guidance must apply the laws of learning, the psychology of suggestion, and the art of tact. Skillful guidance recognizes that growth comes only in a situation of purposing, planning, and executing on the part of the learner. The principal as a teacher of teachers must apply the same principles that he expects the teachers to use in their guidance of pupil activities.

CONSTRUCTIVE CRITICISM

Criticism as a means of improving instruction should be frank, truthful, specific, and clear; but it should also be tactful, sympathetic, and definitely helpful. Criticism that discourages does more harm than good in the improvement of instruction. Least formal criticism is often the most effective. A word of encouragement from some point of merit observed often points the way to further improvement. A word after the children have left the room or before school or during recess may be more effective than a formal conference. A teacher should not be reflected upon before her children.

COOPERATIVE SUPERVISION

There will be many occasions when he will need to say to the teacher, "I do not know what is the best solution of this problem. Let us study it together, work out a solution, each contributing what he can."

PLACING SUPERVISION UPON A DEMOCRATIC BASIS

Prof. Charles H. Judd says:

It seems to me that one of the great defects of supervision in times past has been that the supervisor has regarded it as his major duty to see that the teacher conforms to some fundamental principle of teaching or some favorite mode of procedure that the principal knows about.

Supervision should begin where the teacher is, attempt to locate her teaching problems and difficulties, furnish a guide and coworker in a common undertaking and provide opportunity for the teacher to purpose, plan, and experiment under expert counsel and guidance. The most important objective of supervision is teacher growth so there must be a favorable learning situation.

FACULTY MEETINGS

Many principals find a serious problem in attempting to make the teachers meetings acceptable to teachers, and effective in aiding in the

realization of the objectives of supervision. The writer, too, believes that the solution of this problem lies in the following directions.

Matters not pertaining directly to the improvement of teaching, such as problems of discipline and organization, managerial and clerical problems, and all routine should be handled in meetings separate and distinct from the professional meetings. Insofar as possible such matters should be cared for through the medium of mimeographed bulletins or circulars. Little or no time should be given to routine matters in the professional meetings. A comparatively small number of professional meetings for all the teachers of the building, supplemented by group conferences upon special problems, are likely to be more effective than regular weekly meetings of all the teachers of the building.

There are two main functions of the professional meetings of the faculty of the school. Occasionally a teacher's meeting should deal with a supervisory project that concerns all the teachers. The other function is that of broadening the views of the teachers with reference to the meaning and aim of education, thus securing their attention and reaction to new developments in education. Too often teachers are attempting to put new procedures into operation without understanding the underlying educational conceptions. Educational theory and philosophy should be considered as well as devices and techniques.

RULES AND CAUTIONS OF A FACULTY MEETING

1. Begin on time.
2. Avoid trying to do too much.
3. Get all the teachers into the discussions.
4. Do not do all the work alone.
5. Sum up points at end of meeting.
6. Meeting should be balanced and well timed.
7. At close, announce explanatorily the topic of next meeting.
8. Bring in few outsiders.
9. After adjournment allow time for discussion with those who may have personal problems relative to topic.

THE CLASSROOM VISIT FOR HELPING THE TEACHER

The conduct of the supervisor while in the room has been discussed by various writers. The visit of the principal to a room should be no unusual affair. It should occasion no disturbance. When serving as a principal the writer preferred to stand to one side of the room in full view of both pupil and teacher. The writer does not approve of taking notes, because it is likely to be disconcerting to the teacher. Probably principals too often break in on the recitation. Always secure the teacher's consent and be reasonably sure she will welcome his action. Usually the work should be allowed to proceed without interruption by him.

Stone's book was written for a textbook and covers many phases of supervision too numerous to cover here. It covers supervision of instruction of arithmetic, reading, language, spelling, handwriting, social studies, physical education, elementary science, music, art, and citizenship. It would be a valuable book for all to read.

I chose only one chapter from a very good book entitled "How To Supervise," by George C. Kyte, professor of education, University of Michigan. It is published by Houghton Mifflin Co. I chose the chapter on Supervising the Weak Teacher. This is an acute and ever-present problem for all supervisors. I now quote:

Several years ago a progressive superintendent of schools, in a modern school system, inserted the following paragraph in his bulletin to principals, supervisors, and teachers:

'I wish to emphasize that when a principal, or supervisor recommends adversely regarding the work of a teacher, that this recommendation should be supported by evidence that the teacher has been visited in her regular work; that she has been talked with about her work; that constructive criticism has been offered her as a means of enabling her to improve shortcomings; that concrete, definite suggestions have been made as a means of offering help; and that the teacher has had the benefit of follow-up visits and criticisms. We have not taken our full responsibility unless we have related ourselves as above to teachers whose continued tenure may be in question, and unless we have sought to be helpful to them by way of pointing out how their work should be modified and improved.'

Some unsatisfactory teachers who have permanent tenure or who for various other reasons cannot be dismissed from a school system, are either indifferent to or opposed to supervision. A very few are blandly contented with their teaching and oppose suggestions that they make certain modifications. Some are willing to make considerable effort to adjust but for different reasons meet with little or no success.

The weak teacher in city systems includes from 10 to 20 percent of the entire teaching staff. The percentage of weak teachers in rural areas is higher. Records show only 3 percent are dismissed because of this weakness.

Poor discipline is one of the most common causes of teacher's failures. Faulty methods in teaching are often at the root of the difficulty. Pupils find opportunity to get into trouble in the classroom when teachers fail to make adequate preparation, are unable to budget school time satisfactorily or have difficulty in organizing classroom routine. Disciplinary problems are due sometimes also, to personal traits and habits of the teacher which can be changed.

Lack of teaching skill is traceable to inadequate professional training, limited teaching experience, failure to grow professionally, and, in rare instances, to actual inability to teach. Unsatisfactory teaching is due to poor preparation, weak aims, inadequate planning, hazy assignments, questionable guidance of pupils' study, and poor questioning.

Deficiency in scholarship is easier to analyze, but more difficult to overcome. Only the intensive study and extensive use of spare time in self improvement by the teacher can eliminate this handicap. The supervisor can recommend types of courses and advise her with respect to books and other references.

TEACHING ACTIVITIES OF GOOD AND POOR TEACHERS

A study by Rosenow found the following:

1. Discipline, routine, and personality seemed to be interwoven in many situations exemplifying poor teaching.
2. In presence of observers, many poor teachers and no good teachers reproved or censured pupils, scowled or frowned or performed various other disciplinary activities.
3. Poor teachers assisted pupils at the teacher's desk, good teachers were more prone to assist pupils at their desks and moving about the room in so doing.
4. Questioning: With few exceptions the questions of the weak teachers were factual in nature and mediocre in quality. Good teachers ask questions which taxed the pupils' judgment. Good teachers invite questions from the pupil.
5. The use of textbooks in the classroom was very prominent in the work of poor teachers. Too many followed the text very closely and this proves to be a formal and deadening procedure.

The weak teacher needs as definite, specific, and constructive criticism as can be devised. Have the weak teacher visit a strong teacher at as near her class level as possible. Outline certain points for her to observe of the strong teacher. Give time in assisting in planning units of work, lesson plans, preparing her assignments, and organizing her programs. The basic principles underlying each of these phases of teaching should not be taken for granted.

When new books or new instructional methods or material are furnished to the weak teacher for use in her classroom, more guidance as to their value, purpose, and use must be given to her than to a good teacher.

A supervisor must study the weak teacher very carefully to locate her most fundamental weaknesses and their causes before a program of assistance is launched.

WHAT TO DO IF ALL EFFORTS FAIL

Such cases will be the rarest of exceptions, although they occur in sufficient numbers to require thoughtful consideration. There are two types in this class. One has potential possibilities of making a reasonable amount of improvement; the other seems incapable of making appreciable adjustment.

When a teacher has possibilities, yet has not improved under good supervision, she should be confronted with the irrefutable evidence which has been accumulated in the course of supervisory efforts to arouse in her the desire to grow, and the data which indicates clearly that she has not improved. She must be given the responsibility to "turn over a new leaf" or else.

The type who cannot improve, yet cannot be dismissed should be assigned to classwork which will least retard the growth of the children enrolled under her. Placing a strong teacher below and one ahead of the weak teacher and adjusting the course of study so more work will be covered by the stronger teacher is recommended. In some cases rotating can be used to allow the weak teachers to teach subjects in which they excel. This can be worked out at some levels.

Finally, and most important of all, the school exists for the pupils, therefore the weak teacher must accept and be placed where she will do the least damage.

Before closing I would like to say that I checked out five books from the university's library and actually only covered three lightly in this report. To you, who might want to read more I want to mention three other books which are very good.

Principles of Democratic Supervision by Dr. John Alexander Rorer—Publisher, Bureau of Publications, Teachers College, Columbia University 1942.

2. Supervision—Principles and Practices in Improvement of Instruction by Dr. A. S. Barr, professor of education, University of Wisconsin; Dr. William Burton, professor of education, University of California; Dr. Leo Brueckner, professor of education, University of Minnesota. Published by Appleton-Century Co., New York.

SECTION FOR VOCATIONAL TEACHERS

Paper: "Critique and Summary of Vocational Section Convention Accomplishments and Resolutions," Rudolph Wartenberg, California School, chairman of resolutions committee and committee of vocational teachers.

Business session: Vocational Association of the Deaf and the Vocational Section of the Convention.

Report of nominating committee.

Election of officers.

Resolutions of section for vocational teachers.

CRITIQUE AND SUMMARY OF VOCATIONAL SECTION CONVENTION ACCOMPLISHMENTS AND RESOLUTIONS

(RUDOLPH WARFENBERG, California School, chairman of resolutions committee and committee of vocational teachers)

(Thirty-fifth biennial convention of the American Instructors of the Deaf. Held at the Missouri School for the Deaf, Fulton, Mo., June 17 to 22, 1951.)

Mr. President and chairman and fellow teachers, the following is my report as your appointed critique and the report of your resolution committee for this convention. The keynote for our deliberation: "A century of progress—what of the future" fitted well into the programs of discussions. The condition that exists and the condition that can be created when the attractiveness of the package exceeds the value of the merchandise must be emphasized, evaluated, and motives investigated.

It would be impossible for us to undertake such a task in the short time left in this convention. Every State school represented at this convention presents different problems in their specific vocational programs. It is our own solemn duty as citizens of our respective States and as vocational teachers of deaf children to guard against any and all encroachments and directives that will have or appear to have a tendency to lead toward centralized regimentation in the education of the deaf child. Such directives are now reestablishing, in some States, the outmoded one-room school, with the deaf children in age range from $5\frac{1}{2}$ to 16 years, taught by a person not trained to teach the deaf child. We may soon see a new directive where another agency will take over the vocational training when the one-room school child reaches the age of 16 years. Directives of this kind can and will ultimately destroy the present type of State residential schools, and sacrifice the deaf children and their greatest opportunities for a full education.

The vocational section of the convention has heard some very fine and encouraging reports. The membership committee reported 334 members as of February 1, 1951, with 29 additional members added during the convention, making a total membership of 363 or more than 30 percent of the total membership of the Convention of American Instructors of the Deaf, it is hoped that all schools will be heard from with a large additional enrollment.

"Courses of study"

A number of "courses of study" from various schools were on display. It was pointed out that difficulties were encountered in obtaining courses, also the means of preparing courses used in many schools are obsolete. This very important committee should be continued and be permitted to draw up informative information regarding:

1. How to proceed when writing a course of study.
2. The proposed aim of the course.
3. The proposed scope of the course.

4. The contents of the course.
5. The order of the presentation of the content.
6. The time allotment for trade work.
7. The time allotment for related technical instruction.
8. Content to be taught on industrial arts level.
9. Content to be taught on vocational trade level.
10. What to teach.
11. Objectives.
12. Topical outline of the jobs to be taught.

"Research"

When the welfare of the deaf children is at stake both the schools for the deaf and the Bureau of Vocational Rehabilitation must feel that coordination and full cooperation will accomplish more than competition and divergent efforts.

It was pointed out that: Promoting acceptance of the philosophy that the proper function of the shop department in a residential school for the deaf is to develop to the individual's capacity those basic factors that are essential to success in any occupation.

Imparting information regarding the characteristics of the job families requires the services of a person, not only expert in the general field of vocational training guidance, but one who is skilled in the use of manual means of communication with the deaf. He should also be thoroughly familiar with the psychological aspect of the whole problem of deafness. Through this process, the deaf student should be aided in interpreting facts and feelings, and developing purposeful plans.

"Vocational activities of the deaf and/or hard of hearing in classes for the mentally deficient"

The paper read should never have been presented to the Vocational Section. If the contents of the paper place mentally deficient deaf and hard-of-hearing children in the vocational shops of our residential schools for training, it is believed that we will turn back the clock to the dark ages when the deaf received the same treatments as the insane—starvation and torture until death took mercy.

"Vocational education for girls"

This topic ranks amongst the most neglected parts of the vocational program in the schools for deaf. Here we must first define what is vocational education.

To the deaf student vocational education is learning how to work. It is learning to plan and carry out the activities of a given job. It is learning to understand and work with people the materials and the conditions of a given activity. It is an effort to acquire the information, skills, understanding and attitudes that prepare one to fill a satisfying role in the working—earning—living activities of man.

To the educator, vocational education is teaching others how to work. It is a systematic program for discovering the knowledge, skills and aptitudes people must have for successful participation in a specific area of work. Vocational education in schools for the deaf is aiding our students to secure satisfying adjustments in economic and personal life. Combined with adequate guidance services it is a program designed to enable the deaf students to discover their own

interest and potentialities and to prepare themselves to find a satisfying place in the work of their community.

The foregoing applies to both boys and girls. Homemaking should be a must in all vocational activities for deaf girls and should include training in maintaining and enriching home and family living. The goals should be to develop an understanding of what makes a happy and satisfying home to develop judgment in solving home problems to encourage family participation in community planning for better family living. It should contemplate the preservation of the best values of the American home. Home making should include a course in home mechanics and family relationship. In considering additional vocational outlets for girls to be offered we must consider such training as tailoring, power machine sewing, millinery, dress designing, linotyping, egg candling, business machine operation including typing, filing, comptometry, key-punch operation, addressograph operation, multigraph and mimeograph operation, and ditto operation. The clerical jobs are all classified by the United States Civil Service as positions for office personnel where deafness is no handicap for prevention of employment.

Included in vocational outlets for girls we can also list show-card writing, lettering, poster-making, photo coloring, and silk screening.

Girls' vocational training has suffered from deep-rooted cultural traditions, let us express the hope that we won't "plow under" the special abilities of deaf girls at a consequent loss to society as a whole.

Guidance

The present-day trend is toward vocational guidance and plenty of it.

No thinking person in our field of work with the deaf, denies the urgent need for good sound vocational guidance and counseling. Our deaf youth are confused about their present and future activities. One hears psychologists who are close to the situation tell of the world in which we live and work as a neurotic thing crying for advice, guidance, and adjustment.

Vocational guidance is one of the very weakest phases of the educational program in schools for the deaf, as it is in many public schools. It hasn't remotely, approached adequacy in the past and the need increases by leaps and bounds as our industry, our business, our agriculture, our Government, our schools and our economy become more intricate, departmentalized, and specialized.

Teachers and counselors must be concerned with the human adjustment of the deaf individual by assisting each deaf child to find satisfaction in going to school, to find those experiences which contribute to the development of emotional stability, abilities, interests and needs; understanding and knowledge of the intermediate steps which lead toward desired goals; and a feeling of self-confidence which comes from moving purposefully toward satisfying goals.

First of all, provisions must be made for carrying on a continuous study of the abilities, the interests, the achievements, and the development of each deaf student. For this purpose, the school must maintain cumulative records extending throughout the school life of each child; devise test programs, adapted or developed especially for the deaf pupil, taking under consideration their evidences of learning

difficulties which may occur because of ineffective methods of study, an inadequate vocabulary, poor methods of thinking or a combination of these things. We must also devise exploratory experiences in the school shops and analyze all phases of individual adjustment.

Guidance should also include a well-rounded program of industrial relationships including such topics as organized labor, AFL, CIO, merchants and manufacturers association, chambers of commerce, health standards, transportation, payroll reduction, and opportunities for advancement.

Professional training and certification of vocational teachers

On what level shall we teach?

Industrial arts or trade training.

There is much confusion in the minds of the average parent and of some teachers and administrators concerning the purpose and types of industrial activities carried on in the residential schools for the deaf. This confusion retards the progress of real trade training.

The purpose or objective of the industrial arts is primarily to provide a part of general education tending to develop appreciations, understandings, attitudes, knowledges, and ideals of industry and the social and economic environment it has created and will continue to create. More specifically they are to develop in each pupil—

1. An active interest in industry and industrial life, including methods of production and distribution.

2. The ability to select, care for, and use properly the things he buys or uses.

3. An appreciation of good workmanship and good design.

4. An attitude of pride or interest in his ability to do useful things.

5. A feeling of self-reliance and confidence in his ability to deal with people and to care for himself in an unusual or unfamiliar situation.

6. The habit of an orderly method of procedure in the performance of any task.

7. The habit of self-discipline which requires one to do a thing when it should be done, whether or not it is a pleasant task.

8. The habit of careful, thoughtful work without loitering or wasting time (in industry).

9. An attitude of readiness to assist others when they need help and to join in group undertakings.

10. A thoughtful attitude in the matter of making things easy and pleasant for others.

11. A knowledge and understanding of mechanical drawing, the interpretation of the conventions used in drawings and working diagrams, and the ability to express ideas by means of drawings.

12. Elementary skills in the use of the more common tools and machines, and a knowledge of the methods of procedure in tasks frequently encountered by the average man, together with a knowledge of the working qualities and characteristics of some of the more commonly used materials.

From the above brief statements it becomes clear that a study of industrial arts is really a part of the general information required of every citizen in this industrial age whether he is a doctor, a lawyer, a minister, a veterinary, or a laborer; since all are consumers and, as consumers, have human relationships which require this knowledge.

VOCATIONAL ARTS CLASSES

The purpose or objective of vocational classes in trade and industrial work is well stated in the sentence: "It is that training or part of a person's experience whereby he learns to carry on a gainful occupation."

Perhaps more specifically it is:

1. Training which leads directly to successful entrance into a trade.
2. Training for a specific trade, i. e., training which teaches the specific skills and knowledge required by the worker in the trade.
3. That training which is taught by a competent, well-trained craftsman under as near actual working conditions of the trade as is possible, with the end in view of making the learner competent in the processes, methods, and procedures of the trade or craft, so that he can successfully enter and progress in the trade.

Trade training requires

1. A person really interested and willing to learn a trade.
2. A person who has some aptitude for the trade.
3. A teacher who is a master craftsman in the trade he is teaching.
4. A series of jobs to be done which are actually a part of the trade.
5. A body of related knowledge which makes the trained craftsman an intelligent, well-informed, and understanding person. (This means machines, materials, processes, and working environment must be up to date and like that of the trade.)
6. An employer who is interested and willing to help in completing the training of the learner.

There is need of a different kind of teacher for each of those two types of work. The industrial arts teacher is required to know a little of a lot of different things, but he does not need to be an expert in any one thing. For instance, he might be called upon to teach a little machine shop, a little auto shop, some flat metal work, some drawing, and so forth.

The vocational teacher, on the other hand, needs to know a good deal about one trade, with perhaps some knowledge of the closely related trades. He must possess the highest degree of skill possible in his trade.

His blacksmiths versus scientists. The survey conducted by the committee informs us that there is a great desire by all teachers for professional growth.

Recommended that our major emphasis should be improving the individual as a teacher, also keep in mind the improvement of trade skills. It would seem desirable at this time that the problem of "keeping up with the trade" and trade-union membership should play a major part in certification.

We can only describe as classical the following papers received in printed form in the reports of the work committees:

- The Conditions for Successful Employment.
- Historical Background.
- Function of Vocational Training.
- The Elements of Coordination.
- Social Coordination.
- Training in Safety.
- The Critical Area.

The Favorable Work Climate.
The Art of Being Deaf.
Nothing Succeeds Like Success.

Driver education in schools for the deaf

President Truman stated in Washington 1 week ago:

One of the best things we can do to produce safe drivers is to train our high-school boys and girls. These youngsters with driver training have only half as many accidents as those who have not had such training, and every boy and girl in high school deserves the opportunity to get that training.

Teaching driver education to the deaf is fundamentally the same as teaching any other students. The only difference being the method of conveying the message which describes the manipulation of the vehicle as the steps are demonstrated. Driver education in schools for the deaf will be a must in the near future.

What of the future

Shop work with the deaf students involves a great deal of give and take, duties and privileges, mutual consideration and respect, and the free discussion and cooperative planning which working together requires.

This working together gives the deaf student a feeling of confidence, develops healthy work habits and adjustments, encourages self-expression, modifies aggression and selfishness, makes a deaf individual feel wanted and needed, and helps him to recognize and respect the wants, needs, and property rights of others. Yes, it teaches him to excel so he can compete with the hearing people in the job world.

The vocational program in our schools for the deaf should provide planned and controlled experiences which will enable the deaf student more rapidly and more effectively to take his place in the world of work. A complete program of practical arts and vocational education in our schools for the deaf will include guidance, occupational information occupational-exploratory experience for both boys and girls, preparation, placement on the job, and occupational extension for growth on the job.

The world in which our pupils will live and work is the world of the nineteen fifties and sixties, and the vocational program which is to prepare them for life in that world cannot remain in the prewar era of the thirties if we want democracy to march on.

RESOLUTIONS OF SECTION FOR VOCATIONAL TEACHERS

Whereas there is clear need for vigorous, effective public relations and information about the deaf at the national, State, and local levels; and

Whereas such work can be and is being done most effectively by the organized deaf themselves in collaboration with allied professional groups; and

Whereas a home office and permanent staff of qualified workers with sufficient funds would greatly facilitate such work; Therefore be it

Resolved, That it is the sense of the Vocational Association of the Deaf of the Convention of American Instructors of the Deaf that all professional workers for the deaf should lend their wholehearted moral and financial support to the current drive by the National Association of the Deaf for an endowment fund necessary to realize and maintain these vital objectives; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption and one copy to the conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June, 1951, at Fulton, Mo.

Whereas it is the right of every deaf person to have full opportunity for vocational education commensurate with his capacities and equal to that of his peers; and

Whereas many deaf children who have matriculated in special classes for the deaf in public schools have not advanced academically to a degree sufficient to permit satisfactory participation in the regular public school shops to which they have access; and

Whereas such children do accordingly receive less than their rights; be it therefore

Resolved, That the VAD urges that all educators of the deaf be alert to careful screening of these persons and early referral to residential schools for the deaf where proper ground work for occupational adjustment may be laid for each individual in accordance with his needs; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption and one copy to the Conference of the Executives of American Schools for the Deaf. Adopted this 21st day of June, 1951, at Fulton, Mo.

Whereas professional workers for the deaf such as teachers, the clergy, rehabilitation counselors, and so on, are fully aware of the problems of the emotionally disturbed and mentally retarded individual with impaired hearing; and

Whereas the most critical needs in providing service necessary for improving the circumstances of such people are proper facilities and trained personnel; and

Whereas there is not to our knowledge any current organized effort to meet these critical needs; Be it therefore

Resolved, That the Vocational Association of the Deaf of the Convention of American Instructors of the Deaf vigorously urges that the parent organization hasten to exercise its prerogative of leadership by adding a new section to be called the committee on mental hygiene which shall have as its responsibilities, among others, the study of facilities, personnel, and techniques necessary and desirable for this highly important work; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption and one copy to the Conference of the Executives of American Schools for the Deaf. Adopted this 21st day of June, 1951, at Fulton, Mo.

Whereas it has been established that vocational guidance is a continuous process extending from a child's first formal instruction in vocational procedure to final occupational adjustment in adulthood.

And whereas it is obvious that most effective vocational guidance work can accordingly be carried on only in our atmosphere of close working relationship between contributing organizations and individuals; Therefore, be it

Resolved, That the Vocational Association of the Deaf of the Convention of American Instructors of the Deaf, endorse wholeheartedly extension and refinement of technique for ever closer working relationship between State division of vocational rehabilitation and schools for the deaf to the universally desired end that each deaf person attain an occupational good commensurate with his total characteristics; And be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption and one copy to the Conference of the Executives of American Schools for the Deaf. Adopted this 21st day of June 1951, at Fulton, Mo.

Whereas the vocational exhibits have afforded vocational instructors of the deaf an opportunity to examine the latest developments in school equipment, text books, and teaching aids; Be it therefore

Resolved, That this association express its appreciation to the manufacturers who have cooperated by participating in the vocational exhibits.

Whereas it is the aim of the VAD to affiliate with the American Vocational Association on a national level, and

Whereas a membership of 500 is necessary to be eligible for such affiliation; Be it

Resolved, That the membership drive be continued and intensified toward this goal; And be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

Whereas it appears that the problem of courses of study in schools for the deaf in trade, industrial arts, and homemaking education needs constant attention in making outlines, writing, and reviewing, and

Whereas, the VAD section of the Convention of American Instructors of the Deaf at the 1949 convention held at Jacksonville, appointed a committee for the purpose of standardizing such courses of study for use among the schools, and

Whereas there also appears the need for a teachers' handbook for trade, industrial arts and homemaking teachers in schools for the deaf, for the use of teachers, principals, and administrators: Therefore be it

Resolved, That we the teachers assembled in the Vocational Section in the Convention of the American Instructors of the Deaf, request that the committee on courses of study become a standing committee in order to continue its important work; and be it further

Resolved, That a committee be appointed for the purpose of setting up the framework for a handbook to be presented at the next meeting of the VAD in regular biennial convention in 1953; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

Whereas much of the success of the adult deaf in the world of work is dependent upon their ability to associate pleasantly with their fellow workers, and

Whereas desirable temperament, attitudes, and traits are most easily formed during their school years: Be it therefore

Resolved, That a major teaching objective be that of helping each pupil to develop good character and personality, to acquire social skills and the ability to make friends, and to correct habits that adversely affect them in their relationship with others; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

Whereas the need for spelling out clearly the legitimate objectives of shop work in schools for the deaf has been well established as of paramount significance to most effective use of our excellent resources: Therefore be it

Resolved, That the VAD of the CAID recommends the establishment of a permanent working committee of shop teachers to identify and define these objectives and to advise this group periodically of their findings: Be it further

Resolved, That the committee shall meet from time to time by mutual agreement with the approval of the president of the VAD to further their important work; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

Whereas the President of the United States has stated that every boy and girl has a right to the opportunity to receive driving instructions, and

Whereas the felt need by education for driver education program has been expressed throughout the country; and

Whereas it is most urgently desired to maintain the fine record of safe driving already established by deaf drivers: Be it therefore

Resolved, That it is the sense of this association that every school for the deaf in the United States and Canada should make an effort to provide a driver-training course for all deaf children who qualify for this training; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

Whereas it is felt that too little stress has been placed upon the problems of vocational education for girls: Be it therefore

Resolved, That the Vocational Association of the Deaf, meeting as the Vocational Section of the Convention of American Instructors of the Deaf, at Fulton, Mo., June 17-22, 1951, adopt and seek to promote the following principles relating to vocational education for girls:

1. That all girls should have an adequate opportunity to find themselves vocationally.

2. That homemaking is a must in the vocational education program of every school and should cover all the seven areas of homemaking.

3. That wherever possible girls should, in addition to homemaking, be given training in a remunerative occupation.

4. That, though there has been fine progress in the schools for the deaf in recent years, there is still need for more adequate vocational education programs for girls.

Whereas it is felt that the V. A. D. should seek in every possible way to raise the standards of training for vocational teachers up to the level now established under the conference of executives for academic teachers: and

Whereas it is felt that this association should work vigorously toward the provision for more adequate training facilities both preliminary and in-service training for vocational teachers: Be it therefore

Resolved, That the work of the committee on teacher training and certification be continued with the admonition to work toward goals of professional proficiency common to all schools for the deaf; and be it further

Resolved, That a copy of this resolution be spread upon the minutes of the VAD, a copy forwarded to the General Convention of American Instructors of the Deaf for action and adoption, and one copy to the Conference of the Executives of American Schools for the Deaf.

Adopted this 21st day of June 1951, at Fulton, Mo.

RUDOLPH WARTENBERG, *Chairman*.
URIEL C. JONES,
RICHARD M. PHILLIPS,
STAHL BUTLER,
W. LLOYD GRAUNKE,
BOYCE R. WILLIAMS,
G. DEWEY COATS,

Resolution Committee.

GENERAL SESSION, FRIDAY, JUNE 22

Address: Auditory Training—A Critique, Dr. S. Richard Silverman, director, Central Institute for the Deaf, St. Louis, Mo.

Paper: The Otologist: A Prodigal's Return, Dr. Francis Lederer, professor and head of the Department of Otolaryngology, Medical College, University of Illinois, Chicago, Ill.

Demonstration: Pupils from the Louisiana School for the Deaf, Mrs. Dorothy R. Strieby, teacher.

Paper: What One Looks for in Selecting Hearings Aids, Dr. Glen Taylor, head, Hearing Center, Illinois State Normal University, Normal, Ill.

Demonstration: Pupils from the Tennessee School for the Deaf, Miss Minnie Merle Carmichael, teacher.

Panel discussion: The Schools Look at Auditory Training, discussants: 1. Armin G. Turecheck, principal, Central New York School for the Deaf, Rome, N. Y.; 2. Charles Bradford, superintendent, New York School for the Deaf, White Plains, N. Y.; 3. Mrs. Lillian L. Jones, supervising teacher, Louisiana School for the Deaf, Baton Rouge, La.

FRIDAY MORNING, JUNE 22, 1951

Mr. THOMAS KLINE, assistant superintendent, Illinois School for the Deaf, Jacksonville, Ill., section committee leader, presiding.

Mr. KLINE. The program this morning deals with auditory training. The use of hearing aids in this profession is not new, but we know since the war there have been tremendous strides made in the use of electronic equipment, and it has made available to us equipment which was never had heretofore. The Convention of American Instructors of the Deaf, by having such a section, recognizes the fact that there is an important place in our curriculum for such a program. A program we have arranged for today gives us the picture of this field as seen by the medical profession, and we think that we have something that will be of interest to all of you. Our first speaker will be Dr. S. Richard Silverman, director of the Central Institute for the Deaf, St. Louis, Mo.

AUDITORY TRAINING—A CRITIQUE

(Dr. S. RICHARD SILVERMAN, director, Central Institute for the Deaf, St. Louis, Mo.)

Your chairman has asked me to speak about auditory training, and since all that I have to say about it I have already said, I feel that it would be well at this meeting to add the word or the phrase, "A critique."

Let us take inventory on what auditory training is all about. In other words, we have a good many small events take place in terms of new types of instruments, new ideas, new books on auditory training, and I think that it is well for us to pause soberly and assess the whole area. In order to so do it is well first to define some terms. Auditory comprises the biological function of the individual in hearing—hence the term "auditory training." I would just like to explain here whichever you use of these terms, "auricular, acoustic or auditory," they are all synonymous. It has always been true in the history of science that whenever a new tool is developed there is a tremendous surge to use that tool, or to abuse that tool. To the perfection of the vacuum tube I attribute the upsurge and interest in auditory training. The idea of auditory training is not new. Those of us who know the literature in the field know that as early as 1805 Itard in France suggested that many of the children who were in schools for the deaf could respond to some form of auditory stimulation. We also know of the much written-up convention in 1884 in which Gallaudet, Bell, and Gillespie also spoke about the use of residual hearing. You all recall that Gallaudet demonstrated a child who presumably had not been able to get language through the ear, and after auditory training was able to get some

sentences through the ear. All of this was done through the naked ear and through a speaking tube. The use of electric instruments was not at all common. They were not available—and then there seemed to be a deterioration or indifference to auditory training from the late 1880's for reasons we shall not describe here, until the notion was revived again by a great many individuals, among these Dr. Max Goldstein and Urbanschtsch of Vienna.

With the advent of better equipment we now find ourselves in an era when a school is classified as pedagogically naked if it does not have hearing aids all around the place. That is where we now find ourselves. Let us proceed further now with some more definitions, which I think may have been often overlooked, or consideration of which has been overlooked in the prolific discussions about auditory training, and it is of great concern to this convention and in particular to the Conference of the Executives. As a matter of fact, I dropped in on a meeting last evening and the conference was asked to reaffirm its definition of what constitutes a deaf child, and what constitutes a hard-of-hearing child, and no discussion of auditory training is at all adequate unless one considers that framework of reference—what kind of a child are you dealing with? As I recall, the conference's definition—and I see Dr. Stevenson in the room here—he can correct me—the deaf child was defined as one whose hearing was nonfunctional with or without a hearing aid. The hard-of-hearing child was defined as the child for whom hearing was functional with or without a hearing aid. I think I am correct in that interpretation. Now, it seems to me that one critical point in the definition is the meaning of the word "functional." Now, employed in the definition the word "functional" means for communication. That would thereby rule out auditory training for the deaf child. With that notion I disagree, and I think you will agree with me when we analyze that statement. If we mean functional for communication in this very deaf child, then in our activity in auditory training to get to the child to hear I think we are indulging in wishful thinking, but if we analyze the situation for this so-called deaf child we may get a more liberal interpretation of the word "functional." I therefore feel that the objective for this so-called deaf child with whom you can't carry on conversation; get language through the ear—the objective there is to improve the child's speech—not to get him to hear. Now, I know that you people know that.

It's carrying coals to Newcastle to tell you that that is the objective, but I think that it needs to be stressed and shouted from the house tops, because of the loose construction of the term "deaf," and the heartaches and disappointments caused to parents by some of the literature and advertising that we are now seeing. I think it is terribly critical. In other words, I am saying that we can help these so-called deaf children through auditory training if we know the limitations of our objective, and we can therefore direct our teaching to gain that objective.

Last week I found that those of us who are interested in research on the ear now have acquired a new colleague—Gabriel Heatter—because it says here—not in fine print—but in rather dark, heavy print, "Gabriel Heatter helps the deaf hear. New York City, Special." [Laughter.] Well, this kind of advice to the layman isn't a funny matter.

Here is a child to whom we can probably give a sensitivity to the rhythms of speech. I think rhythm is one of the most neglected factors in the area of teaching speech today. I feel that there are potentialities in auditory training for developing a sensitivity to cut down the arhythmia characteristic of the speech of the deaf. That is the ultimate objective, and it is that objective which guides the series of exercises which children use. I recall going into schools where auditory training was being carried on, either in our own school or other schools, and the teacher will come up and say, "you know, I have got Willie where he can tell the difference between 'ah' and 'ee' and maybe 'ow'," and my reaction to that is, "so what"? So he can distinguish three vowels. The idea is if you could build up enough of this kind of analysis you would eventually get language through the ear. This was, it seems to me, a waste of time where the teacher might have spent her time in stressing patterns rather than the notion that child could distinguish three vowels.

It's the same kind of thing we experience in the field of language where the teacher says, "you know, at the end of the year he has 300 nouns." I say, "so what?" I would rather he had 50 nouns and could put some of them into some kind of simple language. Some of the research seems to point out you may get better communication using both ears and the eyes than by either one alone. I say if we get improved communication that is fine—we don't object to that—but let's be realistic about the objective; and the third major objective which may apply to these individuals is the vague kind of thing which he is supposed to get—that is, the so-called psychological well-being that people are supposed to experience with hearing aids. I have written extensively on that both for and against, and I don't want to elaborate that point except to say that it is not generally true in my observation that because the child's eyes light up when he sits next to a radio that that is proof he is better off psychologically. On the other hand, if the child can get some stimulation through a hearing aid and share in the emotional experience of sound, even though he cannot analyze it, I think it may be useful. Let me cite an example I have cited before where this might hold. Like many of you in this room I have been a supervisor of deaf children.

In our city we have very fine baseball teams, and I used to take our children to see the games. Not that I was interested in it, but I thought it would be a fine thing for the children. [Laughter.] There was a thrilling play on the diamond and what happens. The crowd gets up, yells, waves its hands. What is the experience of the deaf children in that situation? Here is what their experience is. [Indicating by gestures.] The emotional experience in that situation lay in the noise. The proof of that is if you have ever listened to a broadcast of a football game or a baseball game; the announcer will say, "the crowd is going wild," and the indications are that the richness of that experience is auditory. Therefore, if there could be some kind of feeling of sharing that experience we might have a greater sense of belonging. Furthermore, this may assist in understanding language. You know the way we teach certain verbs. You have done this so often I think you can imagine this. You might have "duck," "lion," "baby" on this side and then three verbs mixed up, "cry," "roar," "quack," and the way you teach the verb is to draw a line, do you not, from duck to quack, lion to roar, and baby to cry and you

feel you have taught the verb. You have really not taught the verb. You have not given the full impact of that verb. I feel if some way you had a sound effect and poured the sound of the lion roaring into the child's ears you have enriched the meaning of the word "roar."

We have about three more minutes, and I have tried to deal with the so-called deaf child. There is the idea of developing a sensitivity to speech, and that teaching through auditory training is not a new method or a separate method. It supplements what we are doing.

A word or two briefly about the hard-of-hearing child. Here I think the objectives get reversed. In the case of the hard-of-hearing child communication through language is possible. All he needs—this is putting it too simply—is to have speech made louder and he is able to communicate. He is in this position in the classroom, speaking about like that [indicating by voice]. Give him about 10 decibels, and if he comes in like that [indicating by voice] you have made him a communicative individual. I fear that the criteria between the two, the deaf and the hard of hearing, cannot be the amount of decibel loss. Each child must be considered individually.

In summary, therefore, I would like to say, one; that there has been a resurgence of interest in auditory training brought about by the development of new tools. I might say parenthetically there has been too much of a preoccupation with the equipment described *per se*, rather than how it is used. Some of the best auditory training I have ever seen has been done through simple speaking tubes. The next point I want to make is we need a clear definition of the kind of people we are talking about. I have tried to dwell next on the need for a clear concept of what the deaf child is, and what the limitations are, and the possibility in making use of any sensitivity he may have to sound. This is terribly essential because of the public statements that have been made as to what can and cannot be done, and, lastly until something more radical turns up on the horizon, teaching speech to the deaf child, despite auditory training, is still a matter of using some of the orthodox techniques we have; being open-minded to the potentiality of auditory training, and once we can combine those two, rather than being faddish about it, I feel we will have made good progress. [Applause.]

Mr. KLINE. I am sure some of you may have some questions to ask Dr. Silverman, and he will be back with the panel. The next speaker is also not a stranger to some of us in our profession. He has been interested in our work for some time, and I think the profession is very fortunate when they have a man of his quality who becomes interested in some of the problems we are interested in. It is with a great deal of pleasure I introduce to you Dr. Francis Lederer, professor and head of the department of otolaryngology, Medical College University of Illinois, Chicago, Ill.

THE OTOLOGIST: A PRODIGAL'S RETURN

(FRANCIS L. LEDERER, M. D., University of Illinois College of Medicine, department of otolaryngology and the Illinois eye and ear infirmary, Chicago, Ill.)

In the past decade we have been witnessing a steady broadening of the horizons of community welfare and public health. To a great extent, the emphasis has shifted from the microbiological effects of disease to the study of man in his socio-economic environment. This

universal trend has served in bringing the physician closer to the very roots of individual and family health and placed a challenge before him to accept many new responsibilities heretofore considered quite apart from his professional sphere of interest.

While many examples may be cited of the application of this concept of public health practice, no better one can be developed than in the discussion of the basic communicative sense of hearing. The goal for each person suffering from ill health or a hearing disability is a multiple one. The person must be found, he must be given the benefit of the most thorough examination and medical and surgical treatment that can be provided, he must be physically and emotionally rehabilitated and he must be prepared to take his place in society, insofar as possible, by making full use of all of his resources. Advances which modern scientific knowledge have made possible need to be harnessed to the entire gamut of psychological, social and economic, as well as medical services, in order to be certain that all the elements essential to ultimate success become an integral part of a program. Obviously no one group can do everything alone. That would not only be unwise and unnecessary, it would be impossible and inadequate care would be the result.

Good otological practice is becoming more and more synonymous with good preventive practice. Spectacular as may be the surgical accomplishments of the modern era, the best medical service is that which hinders the development for the need of the surgical procedure. By means of the knowledge of the family history, the environment, the physical status, and the personality of a patient it is now possible to anticipate the degenerative processes, including numerous forms of ear disease. Preventive practice in the field of hearing has been demonstrably successful through the recognition of the influence of maternal rubella, the Rh factor or by the early correction of abnormal physiological and nutritional trends. We can anticipate specific conditions in those exposed to a disease intimately, or over a long period in a family group. As with allergic manifestations and streptococcal infections, it is quite possible to anticipate certain types of hearing loss in the children of parents so afflicted because of the distinctly hereditary nature of the susceptibility. Hereditary influences in hearing enter perhaps more importantly in clinical practice, but the genetic factors have a community bearing in consanguinity, mental disease and congenital defects of the ear as a special sense organ.

A knowledge of the causative factors in disease is essential in both preventive medicine and public health practice, for without these, neither could make progress. There is no justification for the isolationist approach in advancing the cause of the deaf and hard of hearing. The period of isolationism is dead. The joint responsibilities of all engaged in the total care of the hearing handicapped calls for a harmonious and integrated approach locally as well as nationally. In such an effort all the agencies, public and private, medical and social, economic and governmental, must be united. Communities must not be permitted the petty bickerings as to whether hearing is an educational or public health responsibility. The very fact that the problem has many facets, the process of employing numerous services to make the structure complete, creates the danger of having the deaf or hard of hearing getting lost in the maze of isolated areas of endeavor. The unreasonable thing then happens; namely, that of fitting the handi-

capped person to the various segments of the program. It is far different, however, when the teamwork attitude prevails, when coordination and unification enter a program that sees the deaf or hard of hearing as a whole person. The group or person who imagines he can do without the other is laboring under a deception; even more mistaken are those who feel they are absolutely essential. In public health practice all responsible agencies and all phases of community health are coordinated; in clinical preventive medicine the mind and body of the patient must be coordinated into a wholesome unity and every discoverable "lead" corrected. If one can visualize a community in which all present goals of public health have been reached, deafness and hearing deficits would still exist because the primordial problems of mankind—self-preservation, race-perpetuation, the protection of children, and the mental conflicts arising out of them—would still be present. Since these problems are instinctively human, individual preventive medicine, unlike public health practice, cannot always "prevent" but often only alleviate, delay and soften by anticipation of the varied susceptibilities and by recognizing the earliest health hazards and personal maladaptations. The opportunities in clinical preventive medicine probably will equal or outdistance those of public health practice as educational efforts continue to bear fruit. In the vast field of hearing, the profession is but dimly aware of the possibilities in clinical preventive medicine, while the future course of public health practice has been well charted.

Instructors of the deaf represent a long established profession. History reveals its progressive steps, in spite of almost insurmountable obstacles, to a place of a most honored profession. The schools and techniques in the instruction of the deaf have come a long way since 1810 when Rev. John Stanford began a personal effort into which the New York School for the Deaf was to develop, and later the American School for the Deaf at Hartford (1817) under the guidance of Thomas H. Gallaudet, to be soon followed by one organized in Philadelphia in 1819 by Davis Seixas. What was known then as the "States folly," was the erection of a building in Jacksonville to be used as a school for the deaf. As many similar projects of the day, they often bore the words "asylum," "deaf and dumb" and "charitable" in their designations. My hall of fame places instructors of the deaf in the forefront of those who are able to translate into actuality the ministry of the handicapped. To their fortitude and patience we owe so very much. We of the medical profession have stubbornly resisted attempts to adequately recognize this field—at least, we have offered but little encouragement, except in a few isolated instances. Such names as Goldstein, Newhart, Hughson, and Wendell Phillips remind us that there were a few men of vision who recognized the need for a merger of the medical and nonmedical groups in the total care of the speech and hearing patients. There were, however, in Europe, especially on the Continent, a large number of otolaryngologists who devoted themselves to this specialized field.

In order not to appear entirely apologetic, I wish to stress the fact that the otologists of the past have been earnest, consecrated men who have tried to learn how the ear works, and how it behaves when it is diseased. Time has brought about new methods, new instrumentation for observation and measurement of both normal and abnormal aspects of the hearing function. As a physician, the otologist has

had to learn all the body as well as only one part—the ear and its associated parts; the nose and throat. He is trained to recognize changes in tissue, and in the general body mechanisms. A medical education is a protracted experience. Concurrently in the fields of psychology, psychiatry, education, physics, electronics and in rehabilitation, new points of view, new instruments, and new experiences also have to be accumulated. Physicians have been interested in people, but they frequently did not quite know how to study them, since they had no opportunity to be trained and experienced in these other fields. They could not presume to learn everything and be everything.

The responsibility of the physician to his patient does not end with medical care. He must be in a position to advise him on many things nonmedical such as the regulation of his social life, the amount of time he spends at his business, the hours that he should devote to his play and so on. At times the physician is taken into the family council and asked to give his opinion on things which might more naturally fall to the lot of the clergy. In other words, the psychological care that the physician gives, more often effects a cure than the medical care. The success he gains with his patients depends greatly on the personal element he can throw into the case.

These significant words were contained in an article contributed three decades ago by Drs. Wendell C. Phillips and Harold M. Hays in discussing *The Physician's Responsibility to the Deafened*.¹ Yes, they were even then speaking of the need of the physician "to take a definite part in the social-economic uplift of the deafened and their rehabilitation."

It was about this time (1921) that I entered into the field of otolaryngology and acquired some insight into the needs not only of the patient but the realization that the professional training of the physician in this country has tended to neglect the study and care of speech and hearing handicapped persons. In the former it was necessary for the mature otolaryngologist to prepare himself for a thorough understanding of the somatic and psychological bases to aid where the physical subsoil contributes to the speech disorder and in the latter, knowledge of the factors involved in the production of deafness would require a broad medical and surgical background. It seemed that if patient care was to be adequate and the training of the physician and future otologist was to be thorough, it was natural for speech and hearing to reside in a medical school environment.

In discussing *The Otologist and the Speech Pathologist* in 1938² Max A. Goldstein made the following significant remarks:

The otologist is beginning to realize that he must assume some responsibility in the analysis of these problems, and departments of otolaryngology in schools of medicine are now recognizing the practical necessity of training the young otologist to a more detailed comprehension of this vital question. Differential diagnosis of types of deafness is exclusively the domain of the otologist; advice to parents of deaf or defective hearing children is not only his province but his duty. Acquaintance with modern pedagogic methods, special training and its results with deaf and hard of hearing children in schools throughout this country should be cultivated. And so, the otologist must realize that the deaf and hard of hearing for whom no therapeutic medical or surgical relief is available are still a part of his professional obligation and his contact with the teacher of the deaf and the speech correctionist should be one of the active factors in his professional program.

¹ Phillips, W. C., and Hays, H. M.: *The Physician's Responsibility to the Deafened*, *The Volta Review*, January 1942.

² Goldstein, M. A.: *The Otologist and the Speech Pathologist*, *J. Speech Disorders*, 3: 231, December 1938.

I had my early training with Gutzmann (the elder), Bruhl, Flatau, and Stein. In addition I was impressed by Max Goldstein's effort. He was greatly influenced by so outstanding a teacher as Gustav Alexander, of Vienna, who incidentally was to become one of my mentors. My sporadic attempts with Bertha Lewis, of Vienna, and later with Cora Kinzie to introduce the field into the medical school were successful but went unheeded, and did not gain the necessary support of the administration of the university. Even 10 years ago I was still trying to "pioneer" a truly medical school program. My letter addressed to Dean Raymond Allen is historically of interest in the light of later developments.

NOVEMBER 21, 1941.

DR. RAYMOND B. ALLEN,
*Executive Dean, Chicago Departments,
University of Illinois, Chicago, Ill.*

MY DEAR DEAN ALLEN: At your suggestion, I am writing relative to a plan of instruction in lip reading to be given at the University of Illinois.

We have in this prospective field, a form of service that is as vital to the welfare of the State as is that of any other service provided for in coping with any type of physical disability; in fact, deafness is one of the major disabilities but because of its invisibility it does not carry with it the appeal of most other forms of physical handicap. Yet it is crippling in the extreme and when unrelieved by rehabilitative processes, virtually destroys the economic and social life of the individual. The State has provided for the training of the congenitally deaf, but its work on the problem of the adult deafened is conspicuous by its lack.

The economic powers of the question is brought out by recent Public Health Service data, which shows the prevalence of deafness among persons with an income of \$3,000 per annum, to be 100 per 100,000; among those with an income of \$1,000 or less, per annum, it is 174 to 190 according to age in males and 138 to 224 in females. This is attributed to greater exposure in males and to their tendency to fall into the lower-income groups because of this disability. In a recent examination of the draftees for selective service, 10 percent have been disqualified because of poor hearing. This has been a serious handicap to the defense program. Recommendations have been made by the various groups concerned with this problem, that remedial instruction in the form of lip reading, from the primary grades through college be given, and that training for teachers of the hard of hearing be established. We in Illinois, must rise to the needs dictated by our own population.

As a clinic, we have thus far been able to only function in the capacity of the diagnostician, and because of lack of trained teachers in this field, and due to the impracticability of having patients come hundreds of miles for the necessary instruction, we have been unable to offer any solution to the problem. In order to answer the needs, I am proposing that we launch an educational program, to be carried out throughout the State, interesting school systems in getting teachers here for training.

The prerequisites for this course should consist of:

1. The adequate understanding and sympathy with the problem of the handicapped deafened.
2. Sufficient pedagogical background to permit these prospective candidates to launch upon a postgraduate career in the specialty of lip reading.

Out of 192,414 school children tested with the audiometer (under the WPA State-wide vision and hearing testing project) 10,230 children were found to have slight hearing defect and 3,312 marked hearing defect. This would indicate that 1.7 percent of the school children in the State have marked hearing defect, which estimate is consistent with that made by the Committee on Child Welfare Legislation in 1933, that there were 38,000 children in Illinois with markedly deficient hearing.

The number of persons over 15 years of age with marked defect is estimated to be approximately 9.6 percent of the total population of the State. This latter estimate is based on the national health survey of 1935. It is evident that the extent of marked hearing deficiency in Illinois is extremely large.

The following is the suggested program to be put into operation:

- I. A course in teacher training that will qualify candidates to teach lip reading to hard-of-hearing children, juniors, and adults in the public schools of Illinois.

This course to consist of intensive training in applied anatomy, physiology, and psychology of the ear, nose, and throat, and in instructing all grades of the deafened; in the preparation and presentation of graded practice materials; practice teaching; lectures on theory, history of lip reading, etc.

Training will also be given in the use of the audiometer and instruction in hearing aid equipment, clinical procedures, etc.

II. Courses in lip reading for hard-of-hearing students in the university, and for adults from the State of Illinois.

III. Courses for children in lip reading obtained from the clinics and any other available sources in sufficient numbers for teacher-training purposes.

It is my belief that the basis for the recommendation of the inclusion of this type of instruction in the university program will prove a wholesome contribution to the State and to the students of the University of Illinois.

We are fortunate in having available in this field, Miss Cora Elise Kinzie, whose experience and contribution to the field of teacher training, qualifies her to assume the major part in such a program. She has been working gratuitously in my department for the past year and has demonstrated her capabilities in this direction. It is my earnest hope that you will be able to enlist sufficient interest in this project, so that we may begin to function without great delay.

Cordially yours,

FRANCIS L. LEDERER, M. D.,
Head of the Department.

It took a war to provide the facility and the subjects for a mass experimental project to prove that a reciprocal relationship and integration of a team of specialists was the manner in which we could best cope with the problems of the handicapped. In its broad sense there was nothing new about it, but what was novel was the fact that this plan did not call for parceling out of various facets in the care of the patient. Under military auspices, the physician, the dentist, the speech clinician, the psychologist, the acoustic engineer, the social worker, and the audiologist entered into a coordinated therapeutic relationship to provide total patient care.³ Little by little a companionability of mind and emotion have developed between the physician and the workers in the other fields that were also concerned with the person who was the patient. There has been that type of a reciprocal contribution—each to each.

Before leaving the Naval Rehabilitation Unit in Philadelphia, we translated our experience into a civilian counterpart, one that of course would include the adult, the preschool as well as the school child.⁴ In spite of the ideas proposed by Goldstein that clinical speech and hearing was a "natural" for the medical school, neither he nor anyone else had truly achieved that goal. To be sure, there were isolated instances of cooperative ventures, but these were on the "fringe" of the medical school and had inadequate representation in the curriculum. Moreover, but few clinicians among the otolaryngologists gave it more than a token interest, not going beyond the contribution of inflation of the eustachian tubes, a tonsil and adenoid operation, the correction of some form of nasal obstruction, or the surgical management of the discharging ear. These measures proving ineffectual, the response was that of "buck passing," the clinician showing disdain, if not a total lack of interest and understanding of the implications of the hearing deficit.

Examination of the record reveals that the fundamental neglect of this field by the practitioner as well as the specialist is to be attributed

³ Rehabilitation of Hearing and Speech, U. S. Naval Medical Bulletin (supp.) (March) 1945, pp. 183-190, 194-209.

⁴ Lederer, F. L., and Hardy, W. G.: Treatment and Training of the Hard of Hearing: A Program of Physical and Psychosocial Therapy, Arch. of Otolaryn., 43: 429-461 (May) 1946.

to the void in the training of the physician as an undergraduate and the hit-or-miss attitude of those responsible for the curricular arrangement of the courses for otolaryngologists in which speech and hearing are stressed only from a surgical point of view. This situation is rapidly undergoing a change and may best be ultimately achieved by influencing the American Board of Otolaryngology to require of its candidates a knowledge of speech and hearing.

We have been referred to as a profligate Nation, wasteful of our natural resources as well as our manpower. In line with this unwholesome designation, we as individuals have squandered recklessly our abilities, permitting the few to carry the full load of work and responsibility for the deaf and hard of hearing, when we should have been sharing the laborious task of total patient care. We as prodigals have high hopes that educationally and by active participation we will be throughout the Nation, the bulwarks of a team of workers destined to bring a solution to the perplexing problems of cause and effect, but in the meantime steadfastly striving to support those actively engaged in making the lot of the handicapped a simpler one.

Little by little the otologist has been made aware that hearing has a great many implications in life.⁵ He has come to see its relation to people's ability to talk to one another. He has come to see what happens to the person when his communication system goes out of order, either on the expressive or receptive side. He has now come to admit that even though medicine and surgery are of no avail in many patients, there is much that can be done to help the person by means of acoustic amplification, speech reading, psychosocial help, and vocational guidance. He has come of age, so to speak, to see that all these involve a process of "learning to live a new way." Moreover, he has come to see that by help from others that this learning can be guided and directed by persons who have aptitudes and skills in education. He has become aware of his obligation to teach others what he knows about the ear and the person who hears. In turn he has come to see that he can learn from others. More than this he has come to see that by working together as a team the patient gets a "better deal"—he is a better otologist and a better physician. His interest in the processes of education, psychology, physics, electronics, and audiology has greatly supported and stimulated and encouraged the other specialties and have made them less suspicious of his limits and view. He must teach where he can an improved otology and better audiology.

It is clear that the prodigal qualities of the otologist have been shared by others who have been charged directly or indirectly with the care of the hard of hearing and the deaf. It is also certain that not all who are involved will be sufficiently forthright to admit to themselves their dereliction and rectify the situation.

While we are mutually interested in the educational future of acoustically handicapped persons, we should not minimize the importance of the sleuthing so essential to the solution of the many perplexing problems which served to cause these disabilities. The inquiring mind brought about the recognition of the relationship of

⁵ Lederer, F. L., and Baker, H. K.: *The Otolaryngologist in Rehabilitation*, *The Eye, Ear, Nose, and Throat Monthly*, Illinois Eye and Ear Infirmary number, vol. 27: 221-225 (May 1948).

hearing loss to consanguinity, heredity, the Rh factor, rubella, and a number of other factors. In medicine, as one diseased state becomes a rarity, others, resulting from the advancing modes of living, come into being. The ear, as an organ of special sense, is phylogenetically susceptible and its location especially vulnerable to entotic and peritotic influences.

A speech and hearing clinic situated in a medical school now finds full expression in the splendid administrative support given it by the University of Illinois College of Medicine.⁶ A staff is provided which offers complete medical and nonmedical coverage in diagnosis, treatment, and the rehabilitative processes for speech and hearing disabilities. This division of the Department of Otolaryngology follows the pattern set by the Naval Rehabilitation Unit which I organized and directed during World War II. The civilian counterpart, however, differs in that the child as well as the adult are the responsibility of the staff which is composed of two teachers of the deaf, one concerned with the management of the preschool child, another the school child, a speech correctionist, a medicosocial worker, and an electroacoustic technician, all under the direction of a well-trained and audiologically oriented otolaryngologist. This is not a service group per se but is so constituted so as to provide underpostgraduate teaching and offer residents in training active participation and clinical experience. The latter group constitute the men and women who will enter their communities with a better understanding of the problems that are to be met. They are the vanguards of physicians who will work well with the instructors of the hearing- and speech-handicapped. Schools for the deaf will be enabled to offer careful otologic screening before a child is enrolled. Such an examination can provide important diagnostic and prognostic information. In addition, periodic examinations occasionally reveal remediable pathologic conditions. Such teamwork results in a scientific assessment of speech and hearing enabling proper educational placement. It is possible that such an appraisal may reveal children who have intelligible speech. These, we believe, should be fitted with hearing aids if the loss is sufficient to warrant amplification, and entered in regular schools.

Hearing-aid dealers are wary of the intrusion of so-called hearing-aid clinics on what they believe is their rightful domain. The dealers are, in effect, desirous of declaring sanctions and even going so far as to say they will withdraw support in refusing to supply test instruments. Such high and mighty threats can really only lead to their own undoing and they would do well to eliminate the rabble-rousers from their midst.

In a meeting of the International Hearing Aid Association on June 15, 1951, I had an opportunity to voice my oft-repeated confidence that we of the professional groups concerned with hearing, were appreciative of the advancements which have been made but that there were certain practices which we all frown upon. A flagrant violation of the codes of advertising⁷ to say nothing of the basic

⁶ Lederer, F. L., and Marcus, R. E.: *Rehabilitation: The Otolaryngologist and Audiology*, New York State Journal of Medicine, 50: 2407-2416 (October) 1950.

⁷ AMA Council: Editorial, *Hearing Aids and Advertising*, Journal of the American Medical Association, 146-6511 (June 16), 1951.

principles of the approach to a person's rehabilitation is contained in blatant statements such as "Hear in Secret" and "Hide Your Deafness." One of the fundamental concepts in the restoration of the individual's self-confidence and respect is for the person to admit his deafness. His attitude would then be reflected in the thought that there is more adjustment in the person than in the hearing aid itself. At the same meeting referred to, the question of licensing dealers, similar to a law which was recently defeated in the State of California, was discussed at length. I expressed myself against such measures. The industry will do well to put its own house in order and certify those who are willing to undertake training in the fundamentals of anatomy, physiology, and psychology to better understand those for whom they wish to bring aided hearing. They must be motivated beyond the easy path of developing into economic royalists at the expense of the handicapped. The hearing-aid industry will do well to spend its money in the laudable enterprise of a high level of public information and education and work toward a research program which will lead to a betterment of the lot of the hard of hearing and the deaf.

Since there are numerous professional areas of overlapping dimensions of performance in total patient care, it is essential for us to be understanding of one another. Diagnosis implies more than a single test procedure. If there are those among us who choose to continue an attitude of protective isolationism, solvency of the problems of the deafened will never be achieved and the cause of the handicapped will have been liquidated. No group can sincerely hold itself blameless or deny its human failings and shortcomings. To admit them is one thing, to remedy them is another. To insure the steady progress of a coordinated therapeutic relationship, medical education will, and must continue, to provide such opportunities that will enable communities to have understanding clinicians as dependable in a unified effort in behalf of the deaf and hard of hearing. A pattern of such service in the State and community has been amply demonstrated to them in form of school surveys, parent workshops, and in complete clinical coverage.

Mr. KLINE. Thank you, Dr. Lederer, for this stimulating address. Now, if the teacher and the students for this next demonstration will come forward, please.

(Demonstration: Pupils from the Louisiana School for the Deaf, Mrs. Dorothy R. Strieby, teacher.)

Mr. KLINE. The next part of the program is a paper on what one looks for in selecting hearing aids. The speaker for this paper has done a considerable amount of work and also had first-hand experience with the Army Oral Rehabilitation Center at Chicago. He has also been associate professor of speech at the University of Illinois, and at the present time is head of the hearing center, at the Illinois State Normal University, Normal, Ill. It is a pleasure to introduce Dr. Taylor.

WHAT ONE LOOKS FOR IN SELECTING HEARING AIDS

(Dr. GLEN TAYLOR, head, hearing center, Illinois State Normal University, Normal, Ill.)

The answer to this question can be answered finally only by the person doing the looking, and we might add, doing the listening. In order to arrive at a listing of things to look for, we must start with

the situation in which the hearing aid is to be used. The question is actually one of what we want the hearing aid to do and how well we want it to accomplish its function. Let us raise a few questions that may serve as guides.

First, what is the teacher's mode of operation? Does she sit in a fixed position in front of a glass or does she move about a good bit? Some microphones are unidirectional, some semidirectional, and some are nondirectional. If the teacher's procedures are such that she can talk directly into the microphone without obscuring her facial movements, then perhaps a unidirectional microphone would work best as this type does not pick up so many of the noises that originate in the area at the sides and behind it. On the other hand, if the teacher prefers to be free to move about, a nondirectional microphone will allow that freedom but it will also pick up the surrounding noises. In a quiet room, this may not be a disadvantage.

What are the acoustical properties of the room in which the instrument is to be used? Is the room noisy because of outside interference, such as traffic noises from corridors and other rooms? Is it noisy because of hard floors, walls, ceiling, furniture, and the children? A highly sensitive microphone can pick up and amplify too many unwanted sounds. In a noisy situation the teacher may have to speak directly into the microphone placed close to her mouth in order that her voice can override the noise. If the room is quiet enough, a fairly sensitive nondirectional microphone can be used and this can be suspended so that the teacher can move about freely. The acoustical properties of the room must be considered in the selection of an instrument, or at least in the selection of the microphones. It is evident that the instrument, the characteristics of which are governed in part by the properties of the room, can govern the teacher's mode of operation. Ideally, she should be unhampered by the presence of the microphone, and unwanted noises should be eliminated. The most satisfactory way of eliminating the noises is by adequate acoustical treatment of the room and the area, if they cannot be treated at their source.

Should the microphone have a fairly wide frequency response—that is, should it pick up the very low and the very high frequencies—let us say from 50 to 15,000 cycles? The answer to this question might lie in part in the acoustical conditions of the room. Whether live music and other sounds are to be employed will govern in part the selection of the type of microphone. It is possible, of course, to use a relatively inexpensive microphone if one does not need the wide range of frequencies that might be delivered by a more expensive one.

We can summarize the requirements concerning the microphone at this point: (1) How sensitive should it be? (2) Should it be of the nondirectional, semidirectional, or unidirectional type? (3) Should it be capable of picking up the high and low frequencies? The answers depend to a great extent upon the situation in which the microphone is to be used as well as on the teacher's method of operation. It would be desirable to be allowed a trial period with various types before choosing.

Pupils' microphones also are important, and the same considerations apply in their selection. Further questions might be raised such as whether or not one microphone should be used to serve the entire class, including the teacher; whether there should be one per pupil; or whether for a group of 10 or 12 pupils as few as 3 or 4.

microphones might be used. It seems that one desirable goal is to keep the number to a minimum so that the children are not limited needlessly in their movements. Given unfavorable noise conditions, perhaps each child should have a microphone that must be used close to the mouth. Favorable conditions may permit the use of relatively few. It is important that microphones be so mounted that solid-borne vibrations such as the slamming of books on desks, bumping the desk, etc., are not transmitted directly to the microphone. They should be mounted or suspended independently of the furniture or should be isolated from it by adequate absorptive material. For ease and simplicity of operation, microphones should be open at all times. Whether this is a practical matter again will depend largely on the noise level of the room. If it is not possible or desirable to leave all microphones open at all times, then there must be a switch for each microphone in order that it may be turned on when needed.

What should be the characteristics of the amplifier? Should it be a high fidelity instrument—let's say with a frequency response that is flat from 50 to 20,000 cycles per second? Should the frequency response be limited to the range that is important for the reproduction of speech? Should the amplifier feature automatic volume control? Should compression amplification be a feature of the instrument? Should tone control be employed?

These are features that constitute the stronger selling points of the various manufacturers. I know of no experimental evidence to support the importance of the main feature of any one of the commercial instruments. On the other hand, the experiences of the users indicate that satisfactory results are obtained. And each manufacturer can tell you quite honestly that his instrument does an effective job in many installations. The requirements for a good instrument include the delivery of clear natural sounding speech, and other sounds, at levels ranging up to the thresholds of tickle and pain. Now, any system will distort sound in some way. And, some distortion is wanted—not the kind of distortion that makes speech unclear, but the kind that makes the elements loud enough without making them too loud. The sound must remain clear even at the highest levels. Manufacturers' claims should be checked by a listening test! Some sort of limiting action seems indispensable if ears are to be protected against sudden loud noises.

We should raise the question as to whether the noise level is too high. Some instruments produce a hum or hiss similar to the noises produced by earlier models of wearable hearing aids that is extremely undesirable. Manufacturers' specifications may state the signal to noise ratio but it is worthwhile to listen to this instrument in order to judge this aspect. There is little excuse for the presence of hum or hiss. A high quality, stock amplifier can deliver a noise-free signal if its power is great enough that it can be operated well below its rated output.

The question of the effectiveness of the calibration on the master gain controls on the group hearing aids must be raised. It is obviously difficult to say that speech leaving the receiver of the hearing aid is at a level of 140 decibels unless there is a meter or signal of some sort that will indicate that the appropriate input level of voice or other signal is employed. It appears advisable to raise intelligent questions concerning the accuracy and full significance of

the calibrations on any gain control. Some sort of meter or monitoring device appears to be an essential part of the group hearing aid. This makes it possible for the teacher to know that she is speaking loudly enough into the microphone that she can be assured that the level of sound leaving the earphones will be as it should be.

Should input sources other than the microphones be used? A typical component of most hearing aids is the phonograph. On the later models three-speed turntables are employed. This appears to be almost as essential as the microphone. In addition, it is desirable that the instrument should provide other input channels. It should be possible to connect a tape or wire recorder in order that recorded materials may be used and in order that speech work might be carried on. A radio is a component part, often an optional component, of some of the instruments. The usefulness of a radio obviously depends much on the teacher's methods of instruction. Of particular interest with respect to the radio is the fact that the radio circuits are connected directly to the amplifier of the hearing aid so that there is no acoustical pick-up employed; that is, it is not necessary to put the microphone in front of the loudspeaker of the radio in order to get the program. This principle is important for it eliminates the unwanted sounds that might reach the ears by way of a microphone pick-up. This principle is employed in the installation for Illinois State Normal University. The amplifier of a sound motion picture projector is being connected directly to the amplifier of the hearing aid. Thus it will be possible to deliver the sound track of the film to the earphones without placing the microphone in front of the loudspeaker. This permits much clearer, less distorted signal. An extra input channel is also provided on the instrument for Illinois State Normal University in order that television or other sources might be used as input.

It is important that appropriate controls be employed to make possible the proper cutting in and cutting out and the proper mixing of the various signal sources. Let us assume that the microphone and sound track from the motion picture are being used at the same time. It should be possible for the teacher to break in on the instructional matter on a film in order to elaborate or to raise questions. It should be possible for the teacher to interrupt or to override the signal from a phonograph record. This discussion suggests the desirability of a highly flexible instrument that makes possible the selection of stimuli and the balancing of stimuli from various sources. It should be added that the sound motion picture projector associated with the classroom unit mentioned above will be operated by remote control from the teacher's position at the front of the room. It will be possible for her to start, stop, and reverse the projector at any time.

The effectiveness of the receivers is another item that must be considered. There seems to be a very general practice at the present time of using Permaflux earphones. This item is standard except for those bearing the name of the hearing-aid manufacturer. The frequency response of the earphones may be the limiting factor with respect to all that gets to the ears of the individual. However, the response of the Permaflux, and apparently of the others, is sufficiently wide that it does not appreciably offset or cancel the effects of wide

frequency response of amplifiers and microphone. There seems at the present time to be no better way of delivering sounds to the ears than by way of high quality earphones. There is much to be said for the substitution of a child's own hearing-aid receiver, when possible, for the binaural earphones commonly found on the group hearing aid. This is possible through the use of special cords that can be connected to the hearing-aid receiver and to the group-hearing aid.

The discussion of the use of earphones cannot omit a suggestion for further discussion as follows: The use of a high quality group hearing aid, including high quality earphones that deliver sounds to both ears, sets up a situation that is vastly different from the use of an individual wearable hearing aid serving only one ear of the individual. During early stages of training, obviously it is worth while to get as much to the ears as possible. This, however, is so much better than the sounds that get to the one ear of the individual who wears the hearing aid that the contrast must be very marked in some cases. It is not advisable to detract from the appropriate use of a group-hearing aid. It seems advisable, however, to suggest that there may be a limit to the use of it for those individuals who can wear hearing aids and who will be expected to get along with wearable instruments when they leave the classroom. Therefore, perhaps it should be suggested that the wearable hearing aids should be worn in the classroom as early as possible.

Is the equipment mounted in a manner that is suitable for its purpose? The luggage type of case is useful if the instrument must be portable, but in the permanent installation this type of mounting is a nuisance. The appearance is bad because of the clutter of cords. There is no reason why any of these aids presently housed in a luggage type of case (there are at least three of different manufacture using almost identical cases) cannot be mounted in a rack or table that could be placed on casters if desired. They might even be mounted flush with the top of the teacher's desk, or in a drawer of the desk. Most of the manufacturers can, on special order, mount their units in tables; some produce stock units in rectangular or "V" shaped tables. Whether this type of mounting is desirable depends largely on the teacher's preference and her method of operation. Lines of vision can be established and cords can be concealed, but the seating arrangement is inflexible and a thump on the table at one end can be picked up by an open microphone at the other.

Can the instrument be set up in such a way that cords are out of the way? It is distressing to teachers and pupils to have to do battle with the power cord, microphone cables, and receiver cords. Not only do they interfere with movement, but when exposed they are subject to damage. In a permanent installation there is little reason why cords cannot be placed under desks or tables. Incidentally, the type of cords used do seem to vary in durability. The number of wire strands and the quality of the insulation material are important. Perhaps stiffer, heavier cords will last longer, but lightweight, limber cords will be less annoying in use.

Is control of the instrument reasonably easy? While there is much to be said for simplicity of control, a highly flexible aid that can serve the needs of a large number of pupils cannot be too simple. And while the teacher may require a breaking-in period to master numerous controls, the difficulty is very limited even on the most complex aids.

It doesn't seem advisable to sacrifice flexibility and adaptability simply to avoid a learning situation that is far less difficult than learning to drive, for example. With regard to controls, there seems to be no question of the need for separate control for each receiver of each pair.

Are service facilities readily available? Prompt service from the manufacturer is highly important. What is the manufacturer's guarantee with respect to this matter? Can arrangements be made with local service men to repair and maintain the instrument?

The preceding discussions have brought up a number of questions that lead to the following conclusions:

1. Microphones must be selected to suit the classroom situation and the teacher's mode of operation. Teachers may have to modify their methods to make the best use of an instrument, and rooms may have to be sound treated so that uncontrolled sounds are reduced.

2. The amplifier should be capable of delivering clear, natural-sounding speech at controlled levels up to the tolerance limits of the pupils; the signal at that level should be free of hum and hiss; there should be some kind of limiting action that will prevent blasting of the pupils' ears.

3. Receivers should have good frequency response and should be capable of handling the power required. They should also be comfortable to wear.

4. Controls should be no more complex than necessary, but simplicity of control should not be the factor on which choice of instrument is based.

5. It should be possible to mount this unit in such a way that cords are out of the way and the control unit can be moved on casters or mounted in a rack, table, or desk.

6. Are repair facilities readily available?

Demonstration: Pupils from the Tennessee School for the Deaf, Miss Minnie Merle Carmichael, teacher.

Mr. WILLIAM J. McCCLURE. As its part of the section on auditory training, the Tennessee school is attempting to show a slightly different approach to auditory training—not the utilization of residual hearing for instructional purposes, but the actual training of hearing from the beginnings of sound perception to the interpretation of speech if possible. This has, of course, been done through speech reading and hearing together, but today we are trying to show only the hearing discrimination which has been developed in this way. I might add, in connection with what Dr. Silverman said earlier, we do not believe useful residual hearing can be developed in all children any more than we believe we can get blood from a turnip. But we do not believe adequate differentiation can be made without trial. I think you will see some similarity between our demonstration and Dr. Silverman's suggestions on the quack of a duck, and so forth.

The teachers in our primary department have prepared for you an outline of the various steps as used. This outline includes work and materials which of necessity must be omitted or touched on only briefly in this short demonstration program. Some of you may want to keep the outlines as a future reference for plans and materials.

Our four children have all finished their first year at the Tennessee school. In the fall they were placed with other first-year pupils who we felt would make a similar response to auditory training. We

regrouped once or twice during the year trying to keep in this class pupils who fit into the plans for the class.

These four children are neither the best nor the worst from the group. We chose them because they represent the various types of children we had in the class, and show the difference in the results achieved.

Patsy Terry had nothing but personality and a little sister when she came to school last fall. We had three sets of children come in this year from families where an older deaf child had been kept at home until a younger one was also of school age. Patsy's loss based on the A. M. A. speech intelligibility scale is 91.9 percent for the right ear and 99.6 percent for the left.

Jean Grayson had a limited vocabulary of words but was unable to use them in sentences or even phrases. Jean's loss is 85.5 percent for the right and 84.8 percent for the left ear.

Wade Anderton worked his mouth and made mumbling sounds which no one could understand. Nor could his family interpret them. Wade thought he was talking. He was certainly imitating the visible impressions of speech. Wade's loss is 96.5 percent right and 92.7 percent for the left ear.

Gerald Rutledge had a small bit of functional hearing and had had more. His older brother, George, age 9, entered the school at the same time with the same type of progressive loss that Gerald has. There is a history of progressive hearing losses in the family. Gerald had considerable speech of good quality and an understanding of speech given close to the ear or amplified. It is interesting to note that Gerald's speech contained and still contains to some extent the sound substitutions expected for younger hearing children, "f" for "th"; "l" for "r," etc. Probably evidence that this speech was learned when he was 2-4 years of age and before his hearing loss became so severe. Of course, the problem with Gerald has been to maintain and to augment that ability which he had when he came last fall. Gerald's loss is 93.3 percent in the right and 94.6 percent in the left ear.

All four of these children turn up their instruments to maximum intensity. We wish to thank the Maico Co. for lending us the instrument we are using. Miss Carmichael.

(Miss Carmichael proceeded with the demonstration.)

PANEL DISCUSSION—"THE SCHOOLS LOOK AT AUDITORY TRAINING"

Dr. SILVERMAN (Moderator). I did not get together with the members of the Panel. I was just having a smoke outside. I think you people are mighty brave to stick with us this morning and we are going to do our best to make it worthwhile. As far as I know this discussion is entirely unrehearsed, except that the discussants are assigned certain topics. An attempt has been made to get the view of the superintendent on the subject, and the point of view of the principal and that of the supervising teacher. Since the hour is late, I think we shall let these people introduce themselves and make a brief statement on the topic they have been assigned.

Mr. ARMIN G. TURECHEK, principal, Central New York School for the Deaf, Rome, N. Y.

Things have been pretty well covered this morning by the speakers we have already heard. I had a nice big paper in my pocket, but I

thought perhaps we might be able to get more information by having a discussion by our friend, Dr. Silverman. I know I would like to ask him a few questions and perhaps we can work out something along that line.

Dr. SILVERMAN. I thought I was the moderator. [Laughter.]

Mr. CHARLES BRADFORD (superintendent, New York School for the Deaf, White Plains, N. Y.). I knew I was going to have a tough time this morning after I saw the contents of the program preceding this panel discussion. I decided, instead of following anything that might have been planned, I would try to review two or three points. I think Dr. Silverman in his talk very clearly stated the objectives of auditory training, and he certainly pointed out the limitations of such a program. Dr. Taylor gave us good advice as to what to look for in hearing aids. That doesn't leave much for us to discuss from the schools' point of view, as I see it. I think most of the people in the room will certainly agree as to the objectives and the value of auditory training, and there are two or three things I might point out that I feel are the responsibility of the schools and in turn, of course, the responsibility of the superintendent. First, it's up to us as administrators to provide equipment. There have certainly been some advances that are more than noteworthy, and some of us, I know, feel at the present time our equipment is obsolete. I feel we shouldn't throw out what we have, though, just because it is. I do feel that it is up to us as administrators of the schools to see that we do have equipment that is usable. I would like to say one thing at this point that hasn't been discussed this morning, and that is, I personally feel that I, as an administrator, should attempt to do more than we are doing at the present time with individual hearing aids. There are certain advantages, as you know, in individual aids for those youngsters who can profit from the use of them, and I feel that is perhaps one of the things we should put emphasis on, as well as providing more group equipment.

I think the next important thing after you get your equipment is maintaining your equipment. I doubt if there is a school administrator that exists that hasn't gone into a classroom at one time or another with a visitor and very proudly wanted to show this or that, and finds when he gets in that there is something wrong with the equipment and it isn't being used that day. I think it's up to us as administrators to make provisions for the maintenance of the equipment we have. I think that another thing that we should assume responsibility for is to see that our teachers are acquainted with the equipment they have and are certainly acquainted with the use of the equipment in general. I imagine there are some of us in the room who are guilty of equipping a classroom with a hearing aid and expecting Miss So-and-So to take it over and do a good job with it. Miss So-and-So may have had training years ago, but she may have never had the opportunity to use the equipment in a school situation. I think that another thing we might do is perhaps work a little more closely with clinics and with rehabilitation. Certainly I can see no particular point in rehabilitation giving a hearing aid to a youngster who is ready to leave school. If a hearing aid could be provided 2 or 3 years before the youngster is ready to leave school, and had an opportunity in the school to be taught to use the aid, then I think the granting of that aid is highly desirable.

Mrs. LILLIAN L. JONES (supervising teacher, Louisiana School for the Deaf, Baton Rouge, La.). I was asked to talk about the selection of children for the hearing-aid classes and to state whether or not it was possible to determine at this early date whether or not the children were able to avail themselves of this approach or whether there would be any tests that could be used.

I think that you cannot definitely select all of the children at the very beginning of school that will fit into the program. I think you have to test, and even after testing you do have to have a more or less trial-and-error approach to eliminate those that do not fit in. I come from a State school, and we have about 10 or 12 group aids in the school, but that is not sufficient for every classroom, of course. Some of the children, I think, we can detect immediately as being hearing-aid group material. This little blond boy that sat up here a while ago on the back seat—although his audiogram showed the lowest of any that was made, we retested him about four times. We knew that the audiogram was incorrect. I do not think that the audiogram or even a speech test can select our children accurately. I think we can use those, and I think we can watch the children's reaction to the kind of thing that the Tennessee school was demonstrating. Try them with the noisemakers. Try them with the turntable, the music, with the teacher's voice, and with various other noises. Some children we can easily detect from their voice quality. Others we notice will look up at sudden noises when you call, but there are still, I think—I know there is still remaining a great group among our children that we can select only after a careful period of testing with noisemakers and with music and with the teacher's voice. As the Tennessee school does, we vary the make-up of our classes from time to time. I feel the children who show the most response and give the best response to the auditory approach are the children to have the advantage of auditory training if any are to be eliminated at all.

Dr. SILVERMAN. I should like to make one or two points to clarify some allusions to the statement I made this morning. I first tried clearly to define the kind of child we are dealing with. Subsequent speakers said, "Never mind putting a label on him." I am the last one in the world to label the child, but for purposes of discussing the problem it is well to at least get some kind of broad category. The practical implication of that is it will determine these actual techniques that are used. I think each child as an individual should be assessed accordingly. I am not one to pigeonhole these individuals. On the other hand, the notion of continuum can mislead lay people in terms of what can be done. Secondly, this is a very minor point. I think Mrs. Jones raises two practical points that are very critical, and I am glad she raised them. I would like to state them in terms of generalizations. One problem is who should get auditory training, and the relationship of the test to the choice of the child. I feel that every step that we make in more quantitative assessments in a child's hearing loss is useful. We know there have been a great many promising techniques come on the horizon in the last few years. The peep-show technique—but the point I want to stress and emphasize is what Mrs. Jones has said is that we should not overlook what for want of a better phrase we shall call diagnostic teaching. Despite the quantitative information, which is quite useful, let's give the child the benefit of every doubt. She said the child looked low on the

audiogram, and yet she observed she was getting somewhere, and she wasn't arbitrary about saying this child gets it and this one doesn't. If we are going to make any errors in this classification, let's make them in the direction of giving the child the benefit of the doubt. Let's assume he has some hearing. The second point which each school must solve for itself is the question of whether one wants to spread himself thin and have a little bit of time for a lot of children on hearing aids, as I get the question she was trying to raise, or whether we should pick out those children for whom it is most useful. I don't think there is a categorical answer to that, and I think the problem is with the teacher.

(Dr. Silverman then proceeded to answer several questions relative to auditory training, using a blackboard to demonstrate his points.)

Mr. KLINE. Before turning the meeting over to Dr. Poore, I would like to thank all the members of the panel and all the participants on the program in what I think was a very interesting and instructive program.

Dr. CLOUD. Dr. Poore has been called out and asked me to speak for her. I would like to take this opportunity to express my personal appreciation to the members of the convention and to say that I am very grateful to the section committee leaders for the work that they have had to resort to in the preparation of this program. The planning committee hopes what has been presented during this week to you will be of help to you. It is not possible, of course, to include everything that teachers would like to have demonstrated or to present information about many things that we would like to know more about, and so in the planning of the program it has been necessary to delete many interesting subjects as well as interesting demonstrations, and the planning committee appreciates your indulgence and hopes that this failure has not resulted in too many disappointments. I should like also on behalf of Dr. Poore to thank Dr. and Mrs. Ingle for the preparations they have made for our entertainment, and hope that we are invited back, but in the meantime we should remember we do have a meeting scheduled 2 years hence, and I shall have the pleasure of seeing you all once more. If there is no further business, the convention stands adjourned.

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